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AUTHOR Smith, Sheela
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ABSTRACT

This text consists of 89 lessons in Hindustani. Each lesson is divided into four parts. The first section lists the grammatical objectives of the lesson. A brief dialogue follows which deals with an everyday situation. The notes clarify certain grammatical points of the dialogue. The lesson ends with repetition, transformation, and substitution drills. (CFM)

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Preliminary Draft

LESSONS IN COLLOQUIAL HINDUSTANI

FOR FIJI

Developed by
Sheela Smith

With the Assistance of
Vijendra Sundar

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The Pacific and Asian Linguistics Institute

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LESSON 1

Goals:

1. Interrogative "ka" - what.
2. Demonstrative "u" - that.
3. Auxillary verb "həi".

Dialogue:

u ka həi?	What is that?
u buk həi.	That is a book.

Notes.

"u" is the demonstrative pronoun meaning "that". It should be used when the object being spoken about is not within reaching distance of the speaker.

The auxillary verb "həi" (infinitive "honə") means "am", "is", or "are" depending on the number of the subject. It occurs at the end of the sentence in a simple sentence or a clause.

In an interrogative sentence like "u ka həi?" the auxillary "həi" is shortened to an -e and the sentence may sound like this "i ka e?"

Certain words from English language are very frequently used in Hindustani. They may retain their original form as in "buk" or may be distorted to varying degrees.

e.g.

cok	chalk
beg	bag
tebil	table
dova	door

Drills: 1. Repetition

u pensil həi	That is a pencil.
u ghər həi	That is a house.
u buk həi	That is a book.
u ləḍka həi	That is a boy.
u dukan həi.	That is a store.

LESSON 2

Goals: 1. Addition of demonstrative "i" - this.

Dialogue:

i ka həi?	What is this?
u pensil həi.	That is a pencil.

Notes: "i" is equivalent to "this". It indicates the proximity of the speaker to the object.

Drills: 1. Repetition

i ləd̲ki həi	This is a girl.
i ghər həi	This is a house.
i t̲ebil həi	This is a table.
i kursi həi	This is a chair.

2. Repetition

i ka həi?	What is this?
u buk həi.	That is a book.
u ka həi?	What is that?
u ghər həi.	That is a house.
u ka həi?	What is that?
i ǰuta həi.	This is a shoe.

LESSON 3

Goals: 1. Asking a question that calls for either a positive or a negative response.

2. Affirmative "hã̃" and negative "nə".

Dialogue:

i maket həi?	Is this the market?
hã̃, i maket həi.	Yes, this is the market.
u məndir həi?	Is that a temple?
nə, u məsȷ̌id həi.	No, that is a mosque.

Notes: A simple statement can be transformed into an interrogation simply by changing the intonation of the sentence.

e.g.

i maket həi	This is a market.
i maket həi?	Is this the market.

"hã" is equivalent to "yes" and "nə" or "nəhi" to "no". "nə" is a shortened form of "nəhi" and is used more often than "nəhi". But both forms can be used without any change in the meaning.

Drills: 1. Repetition

i pensil həi?	Is this a pencil?
u məndir həi?	Is that a temple?
u vijȷ̌əy həi?	Is that Vijay?
i skul həi?	Is this a school?

2. Substitution

Instructor: skul Class: hã, u skul hɐi.

dukan

gai

khet

dalo

3. Transformation

Transform the drills in drill 2 by substituting "nɐ" in place of "hã".

LESSON 4

Goals: 1. Addition of the conjunction "aur" - and to the sentences in lesson 1.

Addition of the adverb "bhi" - too or also.

Dialogue:

aur i ka həi?	And what is this?
u bhi buk həi.	That too is a book.

Notes: "yəhu" and "yəhu bhi" have the same meaning as "i bhi" and can be substituted in place of "i bhi". All three words are commonly used and all three are correct.

i bhi buk həi.	This too is a book.
y hu buk həi.	This too is a book.
y hu bhi buk həi.	This too is a book.

Similarly, "vəhu" and "vəhu bhi" can be substituted in place of "u bhi" with no change in the meaning.

Drills: 1. Repetition and Substitution

A. Repetition

aur i bhi pensil həi	And this too is a pencil.
aur i bhi ləd<u>k</u>i həi	And this too is a girl.
aur i bhi khet həi	And this too is a field.
aur i bhi ghər həi	And this too is a house.
aur i bhi kursi həi	And this too is a chair.
aur i bhi t<u>e</u>bil həi	And this too is a table.

B. Substitution

Instructor:	kursi	Class:	aur i bhi kursi həi.
	ped		
	khet		
	tebil		
	cok		
	beg		

2. Substitution

Instructor:	yəhu	Class:	yəhu tebil həi.
	i		
	u bhi		
	vəhu		
	i bhi		
	vəhu bhi		
	u		
	yəhu bhi		
	yəhu		

3. Repetition

i lədkə həi aur u lədki həi	This is a boy and that is a girl.
i tebil həi aur u kursi həi	This is a table and that is a chair.
i əm həi aur u nəriyəl həi	This is a mango and that is a coconut.

i hindustɜni hei aur u əmrikən hei	This is an Indian and that is an American.
i məndir hei aur u mesʃid hei	This is a temple and that is a mosque.

LESSON 5

Goals: 1. Interrogative "whose".

2. Possessive "hɔmar" and "tumar".

3. Postposition "ke" - possessive.

Dialogue:

u kis ke pensil hɔi?	Whose pencil is that?
u hɔmar pensil hɔi.	That is my pencil.

Notes: "ke" is attached to the oblique form of the nouns to indicate possession.

e.g.

Sɔrla ke sadi	Sarla's sari.
ram ke sɔykɔl	Ram's bicycle.
sɔmbhu ke dukan	Sambhu's store.

hɔmar and tumar are the possessive forms of hɔm and tum respectively.

Drills: 1. Repetition

hɔmar sadi	My sari
sita ke beg	Sita's bag
kisan ke khet	Farmer's field.
gokɔl ke dukan	Gokal's store
tumar pen	Your pen

2. Substitution

Instructor: kursi — Class: i kis ke kursi hɔi?

ghɔdi

buk

sət

sudi

ghər

beg

LESSON 6

Goals:

1. Possessive "is ke" and "us ke".
2. Asking a person's name.

Dialogue:

tumar nam ka həi?	What is your name?
həmar nam raja həi.	My name is Raja.
ɔur is ke nam ka həi?	And what is this person's name?
is ke nam šam həi.	His name is Sham.

Notes:

"is" and "us" are the oblique forms of "i" and "u" respectively. To form the possessive postposition "ke" follows these oblique forms.

Drills:

1. Repetition

həmar nam sərla həi	My name is Sarla.
us ke nam ɔšok həi	His name is Ashok.
tumar nam tom həi	Your name is Tom.
is ke nam sadhu həi	His name is Sadhu.
us ke nam sita həi	Her name is Sita.

2. Substitution

Instructor: tumar — Class: i tumar pensil həi?

is ke

sita ke

həmar

vinəy ke

us ke

lila ke

3. Chain drill: Student A asks student B:

tumar nɑm ka həi?

Student B responds:

həmar nam ------ həi. (to student C):

tumar nam ka həi?

And so on.

LESSON 7

Goals: 1. Positive commands using simple verbs.

2. Addition of direct object to the verb.

Dialogue:

lao	Bring
p ḍho	Read or study
khao	Eat
suno	Listen
pensil lao	Bring the pencil.
buk pəḍho	Read the book.
khana khao	Eat the meal.
gana suno	Listen to the song.

Notes: The Imperative mood is used to express command, entreaty, prohibition and the giving of advice and warning. It may refer to an act in the immediate present; or the immediate future.

The form in the lesson is used when addressing members of the family except the elders, friends of equal status to the speaker and servants. This form should not be used when addressing one's teachers, superiors and complete strangers.

In an Imperative sentence, the subject "you" is omitted.

The Imperative form for second person is obtained by the addition of the vowel -o to the verbal root. Verbal roots ending in consonants, -a, and -e

have regular formation.

e.g.

sun + -o	suno	Listen
bol + -o	bolo	Speak
kha + -o	khao	Eat
de + -o	deo	Give
lɑ + -o	lɑo	Bring

Drills: 1. Repetition

cɑ lao	Bring the tea
nimək deo	Give the salt
citthi likho	Write a letter
buk pədho	Read the book
redio suno	Listen to the radio
dukɑn ǰao	Go to the shop

2. Substitution

Instructor: lao	Class: buk lao
lao	
deo	
dekho	
pədho	
khərido	

3. Repetition

caaur pani bhi lao	Bring tea and water too
buk aur pensil bhi khərido	Buy the book and a pen too.

nimək aur mircaz bhi deo	Give the salt and the pepper too.
cini aur dudh bhi deo	Give the sugar and the milk too.
hath aur god bhi dhoo	Wash hands and feet too.

LESSON 8

Goals: 1. Simple negative commands.

Dialogue: nəhi khəo.

Notes: "nəhi" and "mət" are used as negatives. There is not much difference except that "mət" cannot be used as "no" while "nəhi" is used as "no".

Drills: 1. Substitution

Instructor:	Class:
khəo	mət khəo
ləo	
suno	
pio	
dekho	
əo	

LESSON 9

Goals:

1. Nominative pronouns "həm" and "tum" and "i" and "u".
2. Verb "kərna" - to do.
3. Conjuncts of noun and verb "kərna".

Dialogue:

(tum) ka kərta?	What are you doing?
həm phon kərta həi.	I am telephoning.
i ka kərti?	What is she doing?
u kam kərti həi.	She is working.

Notes:

"həm" is the first person singular pronoun meaning "I"; "tum" is the second person singular pronoun meaning "you". "i" and "u" are used as "he", "she" or "it" - the third person singular pronouns.

The pronoun is usually omitted in an interrogative sentence in the second person.

e.g.

ka kərta? instead of tum ka kərta?

The auxillary verb in an interrogative sentence can also be omitted.

e.g.

i ka kərti? instead of i ka kərti həi?

The verb "kərna" means "to do". ("kər" is the bare root of the verb and "kərna" is the infinitive.

All infinitives end in "na"). This verb in combination with a noun forms a verb that can be used as a principal verb.

e.g.

phon + kərna = To telephone

phon kərna

bhoǰen + kərna = To eat

bhoǰen kərna

It may be noticed that in most noun + verb conjuncts in the lesson the nouns are "loan words" from the English language.

e.g.

rest kərta, drəiv kərta etc.

In a nominative sentence the form of the verb agrees with the gender of the subject.

e.g.

kəmla kam kərti.	Kamla is working.
tom yad kərta.	Tom is remembering.
tum bhoǰen kərta.	You are eating. (feminine)
u rest kərti.	She is resting.

To obtain the correct form of the verb for a masculine noun -ta should be added to the bare root of the verb and the correct form for the feminine nouns in second and third persons can be obtained by adding -ti to the bare root of the verb. The verbal form does not change for

feminine gender in first person.

e.g.

kər + ta = kərta	tum kərta	You (masculine) do.
kər + ti = kərti	u kərti	She does.

Drills: 1. Repetition

həm kam kərta	I am working.
uma phon kərti	Uma is telephoning.
tum stədi kərta	You are studying.
həm bhoǰen kərta	I am eating.
gyan draiv kərta	Gyan is driving.
u yad kərti	She is remembering.

2. Substitution

Instructor:	Class:
həm	həm kam kərta həi
meri	
sadhu	
sita	
tom	
i (feminine)	
u (masculine)	
vimla	
ramdas	

3. Chain Drill

Student A asks Student B

ka kərta?

Student B responds:

phon kərta.

Student B asks Student C:

ka kərta?

Student C responds:

rest kərta.

and so on.

Use the verbs used in this lesson.

LESSON 10

Goals:

1. Verbs not found with "kərta".
2. Interrogative "where".
3. Adverbs "here" and "there".

Dialogue:

ka kərta?	What are you doing?
həm ǰata həi.	I am going.
kəhă ǰata həi?	Where are you going?
huă.	There.

Notes:

As in the previous lesson the form of the verb has to agree with the gender of the noun and the correct verbal form for masculine nouns in all three persons and feminine nouns in first person is obtained in the same way as before, i.e. the bare root of the verb + ta.

ǰa + ta = ǰata

verbal root + ta

The verbal form for all feminine nouns except those in the first person is the same as before, i.e. verbal root + ti.

e.g.

likh + ti	likhti
uma likhti həi.	Uma is writing.
tum likhti həi.	You are writing.

"hiyã" and "huã" are the place adverbs meaning "here" and "there" respectively.

Another way of answering the question "kəhã ǰata/ti?" is:

həm maket ǰata. I am going to the market.

Drills: 1. Substitution

Instructor:	Class:
sun	həm sunta həi.
likh	
kha	
bol	
a	
ǰə	
bula	

2. Transformation

Transform the above drills by substituting the following pronouns in place of "həm".

1. i (masculine)
2. u (feminine)
3. tum (masculine and feminine both)

3. Repetition

viǰəy kəhã həi?	Where is Vijay?
maket kəhã həi?	Where is the market?
pensil kəhã həi?	Where is the pencil?
skul kəhã həi?	Where is the school?
posthopis kəhã həi?	Where is the post office?

4. Chain Drill

Student A asks Student B:

tum kəhã ǰata?

Student B responds:

həm dukan ǰata. (to student C): tum kəhã ǰata?

ǰəit həi.

Student C:

həm skul ǰata.

5. Repetition

həm hotəl mẽ khana	I eat at a hotel.
khana həi	
həm hopis mẽ kam kərta	I work in an office.
həi	
həm bəgica mẽ phul todta	I pluck flowers in the
həi	garden.
həm həvai mẽ hindi	I teach Hindi in Hawaii.
pədhata həi	

LESSON 11

Goals: 1. Plural pronouns.

2. Postposition "mẽ" - (locative).

Dialogue:

tum log kəhã ǰata həi?	Where are you (plural) going?
bəgica mẽ	In the garden.

Notes: "log" literally translated means "people" or "folks". So "həm log" or "tum log" really means "we people" or "you folks". To get the plural of any pronoun "log" should be added after the pronoun.

e.g.

tum log	you people	you
həm log	we people	we
i log	these people	they (here)
u log	those people	they (there)

The forms of the principal verb and the auxiliary verb remain the same as in singular constructions.

e.g.

tum kəhã ǰata həi?

tum log kəhã ǰata həi?

or

həm khata həi.

həm log khata həi.

"mẽ" means "in" or "at" and always precedes the noun.

e.g.

bəgica mẽ	and not	mẽ bəgica
skul mẽ	and not	mẽ skul

Drills: 1. Repetition.

həm log dukan jata həi	We are going to the shop.
tum log buk pedhta həi	You are reading a book.
i log khana khata həi	They (here) are eating.
tum log ca pita həi	You are drinking tea.
həm log phəl lata həi	We are bringing fruit.
u log gəna gata həi	They are singing.

2. Transformation

Transform the sentences in Drill 1 in singular sentences.

3. Substitution

Instructor: bəgica Class: lila bəgica mẽ həi.

suva

skul

kəmra

əmrika

məndir

ba

honolulu

gãv

LESSON 12

Goals: 1. Simple equational sentences:

"What are you?"

"I am a lawyer."

2. Vocabulary for different professions.

Dialogue:

tum ka həi?	What are you?
həm mastər həi.	I am a teacher.
ticər (feminine).	

Notes: It is considered polite to use "tum" for friends, family and people of equal status. But when addressing complete strangers, teachers, superiors, women and elders "ap" should be used instead of "tum". "ap" is considered more polite and proper.

e.g.

ap ka kərta?

Drills: 1. Repetition

həm mastər həi	I am a teacher.
həm məhaǰən həi	I am a shopkeeper.
həm kəsai həi	I am a butcher.
i vəhil saheb həi	This person is a lawyer.
həm sonar həi	I am a goldsmith.
ram nau həi	Ram is a barber.

2. Substitution

Instructor: dokṭərsahəb Class: u həmar dokṭərsahəb həi.

mali

kuk

dhobi

nau

vəkil

sonar

3. Question and Answer Drill

The instructor asks the students one by one:

"tum ka həi?"

They respond:

"həm ----- həi. ap ka həi?"

LESSON 13

Goals:

1. Interrogative "who".
2. Family.
3. Introduction of adjectives.
4. "ji" as a suffix indicating respect.
5. Genders of nouns.

Dialogue:

i kon həi?	Who is this?
i həmar chota bhəiyyə həi.	This is my younger brother.

Notes:

Adjectives agree with the gender of the noun they qualify in a nominative sentence.

e.g.

	chota bhəiyyə	younger brother
	chota ləḍka	small boy
but	choṭi bəhini	younger sister
	choṭi ləḍki	small boy

Adjectives qualifying masculine nouns end in -a. To obtain the feminine, the terminal -a should be changed to -i.

e.g.

əccha ləḍka	good boy
əcchi ləḍki	good girl

Adjectives ending in a consonant remain the same.

e.g.

sundər lədki	beautiful girl
gərib lədka	poor boy
alsi lədka	lazy boy
alsi lədki	lazy boy

Names of animate objects are masculine or feminine according to the sex. There are only two genders in Hindi. Names of inanimate objects ending in a consonant and the vowel -a are generally masculine.

e.g.

dukən, ped, ghər etc.

Names of inanimate objects ending in -i are generally feminine.

e.g.

sadi, gadi etc.

Names of days and mountains and most of the metals except silver are masculine while those of rivers are feminine.

Sometimes adjectives like "bəda" may be lengthened into "bədkəna" or "bədkəni". It is usually used to indicate the superlative degree; but may also be used in comparison.

i həmar bədkəna bhəiyyə həi. may mean

This is my eldest brother.

or

This is my elder brother.

The suffix "ji" is attached to nouns to indicate respect.

e.g.

pənditji	priest
masterji	teacher

Some people may even attach it to a proper noun:

ramdas ji

Drills: 1. Repetition

bədi bəhini	elder sister
bədkəni bəhini	eldest or elder sister
ləmba ped	tall tree
əccha lədka	good boy
nəva sət	new shirt
motkəni aurət	the fattest woman or fat woman
choti lədki	small girl

2. Substitution

Instructor: bhəiyya Class: i həmar bhəiyya həi.

mã

bəhini

pitaji

lədka

lədki

aurət

admi

3. Repetition

həmar bhəiyya əccha həi	My brother is nice.
us ke bəhini ləmbi həi	That person's sister is tall.
is ke chata purana həi	This person's umbrella is old.
rəm ke sət nəva həi	Ram's shirt is new.
tumar ghər bəda həi	Your house is big.

LESSON 14

Goals:

1. Plurals of masculine nouns.
2. Adverb "əbbi" - "now" or "at the moment".
3. Adverb "kitnə" - "how many".

Dialogue:

hiyā kitna skul hoi?	How many schools does this place have?
əbhi dui hoi.	There are two at the moment.

Notes:

The plurals of masculine nouns that are animate objects can be formed by adding "log" to the noun.

e.g.

ləḍka log	boys
ādmi log	men

Masculine nouns ending in -a that are not animate objects form their plural by changing the -a to -e.

e.g.

ʈuta	ʈute
kəmra	kəmre

The other masculine nouns do not change forms. Most of the "loan words" from English language are treated as masculine nouns unless they are feminine nouns themselves.

The word "ləḍkən" (plural of "ləḍka") is an exception and refers to "children" as well as "boys".

Drills: 1. Substitution

Instructor: ped — Class: hiyã kitna ped həi?

ghər

ləḍka log

dukan

hoṭəl

admi log

bul

kheṭ

2. Substitution

Instructor: lao — Class: əbhi lao

likho

suno

deo

khao

bəiṭho

pəḍho

daudo

hãso

3. Substitution

Instructor: ek — Class: hiyä ek ped həi

dui

tin

car

pãc

che

sət

ãṯh

nəo

dəs

Lesson 15

Goals: 1. The use of "ke pas" and "ke ləge" - possession.

2. Idiomatic use of "həm nəhi ǰano".

3. Plurals of feminine nouns.

Dialogue:

lila ke ləge kitna sadi həi?	How many saris does Lila have?
həm nəhi ǰano.	I do not know.

Notes: The words "ləge" and "pas" both indicate possession - permanent or temporary - if the thing possessed is a saleable movable object. "pas" and "ləge" must be preceeded by either a possessive pronoun or a noun + postposition "ke".

e.g.

həmar ləge

ram ke pas

lila ke ləge

There is no word for "have". So "Lila has long hair" will be expressed this way:

lila ke bar ləmba həi.

The phrase "həm nəhi ǰano" is used by men and women both and is equivalent to "I do not know".

As with masculine nouns the plurals of animate feminine nouns can be formed by adding

"log" to the noun.

e.g.

lədki	lədki log
aurət	aurət log

Feminine nouns that are not animate objects remain the same. So the plural of "ghədi" - watch - will be "ghədi".

There is one exception. When referring to one's children, either "pas" or "ləge" should be used.

e.g.

tumar ləge kitna lədkən həi?	How many children do you have?
həmar pas tin lədkən həi.	I have three children.

1. Repetition

həmar ləge dui pensil həi	I have two pencils.
tumar ləge sat buk həi	You have seven books.
is ke ləge bəhut sadi həi	She has a lot of saris.
ram ke ləge pãc sət həi	Ram has five shirts.
us ke ləge ek chata həi.	That person has an umbrella.

2. Transformation

Transform the sentences in Drill 1 by substituting "pas" for "ləge".

3. Repetition

i həmar ləd̲ki həi	This is my daughter.
i ghəd̲i məhənga həi	This watch is expensive.
i sad̲i sundər həi	This sari is beautiful.
i cud̲i bəd̲i bəi	This bracelet is big.

4. Transformation

Transform the sentences in Drill 3 by substituting the plural form of the noun instead of the singular.

e.g.

i həmar ləd̲ki log həi.

LESSON 16

Goals: 1. Postposition "ke" (objective).

2. Proper nouns as receivers of action.

Dialogue:

i pensil ram ke deo.	Give this pencil to Ram.
i leo tumar pensil.	Here, take your pencil.

Notes: When a proper noun occurs in a sentence as the receiver of an action the postposition "ke" should proceed the noun.

e.g.

ram ke bolao	call Ram
sita ke lao	bring Sita

When the receiver is a pronoun, the possessive should be used.

e.g.

us ke bolao	call that person
is ke deo	give this person

"i leo tumar pensil" is an Imperative sentence and hence the principal verb does not occur at the end of the sentence.

Drills: 1. Substitution

Instructor:	Class:
bolao	serla ke bolao
lao	
maro	
deo	

2. Substitution

Instructor: hiyã bəlao Class: us ke hiyã bəlao.

ghər lao

buk deo

gos beco

3. Substitution

Instructor: pensil Class: i leo tumar pensil.

cok

beg

chata

pəisa

ghẽ̤di

LESSON 17

Goals:

1. Past tense.
2. Interrogative "when".
3. Time words "today", "yesterday", and "the day before yesterday".

Dialogue:

tum kəb aya?	When did you come?
kəl.	Yesterday.

Notes:

Formation of the past tense:

For the verbs that end in consonants, -a should be added to the bare root of the verb for the masculine gender; and -i for the feminine gender in the first and the second person.

e.g.

ram bola

sita dekhi

həm log suna

tum bəitha

For the verbs that end in the vowel sound of a, -i, and -o, -ya should be added for the masculine genders in all three persons and feminine gender in the first person. For feminine gender in second and the third persons, -i should be added to the verbs ending in consonants and -iya should be added to those ending in the vowel sounds of -a, -e,

-i and -o, omitting the terminal vowel. But this last form is used very seldom; instead the past perfect is used.

For the verbs ending in the vowel sound of -e, the terminal -e should be omitted and -iya added for the masculine gender.

e.g.

ram khaya	Ram ate.
sita khai	Sita ate.
həm khaya	I ate.
tum khaya	You ate.

Similarly:

həm siya

tum roya

sita roi

həm di

rəm piya

sita di

1. Repetition

həm aj̃ likha	I wrote today.
u kəl aya	He came yesterday.
tum pərso diya	You gave on the day before yesterday.
i lədki kəl ai	This girl came yesterday.
tum aj̃ ai	You came today.

ap pərso aya — You (polite) came day before yesterday.

2. Substitution

Instructor: bəith — Class: həm bəitha.

lə

pi

cədh

dekh

khel

so

3. Transformation

Transform the sentences in Drill 2 by substituting "u" in place of "həm" and changing the verb form.

e.g.

Instructor: la — Class: u laya.

u lai.

LESSON 18

Goals: 1. Introduction of present perfect tense.

Dialogue: tumar mastorjĵi skul mẽ hɔi? — Is your teacher in the school?

nə, u suva gais hɔi. — No, he has gone to Suva.

Notes: The present perfect tense is made of the perfect participle and the present auxillary for the third person and the past tense and the present auxillary for the first and the second persons.

The perfect participle of a verb can be formed by adding -is to the bare root of the verb.

e.g.

kha + is

likh + is

so + is

Drills: 1. Repetition

hɔm aya hɔi	I have come.
i ayis hɔi	This person has come.
tum ayi hɔi	You (feminine) have come.
u lɔdka ayis hɔi	That boy has come.
ap aya hɔi	You (polite) have come.

2. Substitution

Instructor: kha — Class: ram khais hɔi

so

dekh

ga

bec

3. Transformation

Transform the drills in Drill 2 by substituting "hɛm" in place of "rɛm" changing the verb form accordingly.

e.g.

Instructor: kha Class: hɛm khaya hɛi

Drills: 1. Repetition

tum ay rəha	You came, you had come.
həm laya rəha	I brought, I had brought.
mastər ǰi sikhay rəha	The teacher taught, the teacher had taught.
ap khay rəhi	You ate, you had eaten.
Šəm i buk pədhe rəha	Sham read this book, Sham had read this book.
dhobi kəpda dhoy rəha	The laundryman washed these clothes, the laundryman had washed these clothes.
lila i gana sune rəhi	Lila heard this song, Lila had heard this song.

2. Repetition

səbere ao	Come in the morning.
din mẽ ao	Come in the afternoon (during the day).
sənjha ke ao	Come in the evening.
rat ke ao	Come at night.

3. Substitution

Instructor: sun — Class: həm səbere sune rəha

likh

utər

khərid

dekh

lə

si

bol

pəḍha

bec

4. Transformation

Transform the sentences in Drill 3 by substituting "din mẽ", "sənjha ke", "rat ke" in place of "səbere".

e.g.

Instructor: sun Class: həm din me suna rəha/ suni rəhi

LESSON 20

Goals:

1. Future tense
2. Time words like "tomorrow" and "day after tomorrow."

Dialogue:

mastər ǰi kəb lauti?	When will the teacher come back (return)?
pərso sənǰha ke.	The evening of day after tomorrow.

Notes:

Formation of future tense:

For verbs that end in a consonant, -ega should be added for masculine gender first and the second person and -i for the third person. For feminine gender -ega should be added for first person and -egi for the second and the third person.

e.g.

həm lautega	I will return.
tum lautegi/ lautega	You will return.
ap lautegi/lautega	You (polite) will come back.
ǰəgət lauti	Jagat will come back.
lila lautegi	Lila will come back.

For verbs that end in the vowel sounds of -a, -i, and -o, -yega should be added to the root for the masculine gender in first and second person and feminine gender in first person and -yegi for the

feminine gender in second and the third person -i should be added to third person masculine gender.

e.g.

həm ayega	I will come.
tum ayega/gi	You will come.
ram ayi	Ram will come.
sita ayegi	Sita will come.

The words for "tomorrow" and "yesterday"; and "day before yesterday" and "day after tomorrow" are the same. Some people might use "bihan" instead of "kəl".

For verbs that end in -e, -ga for masculine gender in first and second person and feminine gender in first person and -gi for feminine gender in second and the third person -i should be added to masculine gender in third person.

e.g.

həm buk dega

1. Repetition

həm kəl səbere ǰayega	I will go tomorrow morning.
həm aǰ səbere ǰayega	I will go this morning.
həm pərso səbere ǰayega	I will go on the morning of the day after tomorrow.

2. Substitution

Instructor: la Class: u kəl ɛənǰha ke lai

bəi̲th

dekh

cə̲dh

bandh

khol

pi

so

bəla

le

3. Repetition

həm ghər bandhega	I will build a house.
nau bar ka̲ti	The barber will cut hair.
məhaǰən kəpda beci	The shopkeeper will sell cloth.
bəhini khana pəkayegi	Sister will cook food.
həm log rəgbi khelega	We will play ragbi.
tum log dhan boyega	You (plural) will sow rice.
i log gana gayega	These people will sing song.

LESSON 21

Goals: 1. Asking "what is the time?".

2. Telling time in terms of whole numbers.

Dialogue:

əbhi kitna bəja həi?	What is the time now?
	How many o'clock is it now?
dəs bəja həi.	It is ten o'clock.

Drills: 1. Repetition

əbhi ek bəja həi	It is one o'clock now.
əbhi dui bəja həi	It is two o'clock now.
əbhi tin bəja həi	It is three o'clock now.

2. Substitution

Substitute cardinal numbers up to twelve in place of the cardinal numbers in the sentences of Drill 1.

Lesson 22

Goals:
1. Interrogative future.
2. Time in terms of "half past".
3. Formal commands.

Dialogue:

həm kəb ai?	When shall I come?
səbere sadhe nəo bəje	Come at nine in the morning.

ana

Drills:

When asking a question in the future tense, a different verb form is used. The vowel -i should be added to the bare root of the verb to obtain for all the persons in both the genders.

e.g.

həm ʃai?	Shall I go?
sərla khai?	Will Sarla eat?
tum ai?	Will you come?

There is another way of expressing commands. This form is used frequently and is a fraction more polite than the form learned before.

To form the imperative, -na should be added to the bare root of the verb.

e.g.

kəl ana	Come tomorrow.
us ke bəlana	Call that person.
hiyã rəkhna	Keep here.
u buk dena	Give that book.

Whenever "bəɉa" is used as an adverb, the terminal "a" is changed to "-e".

e.g.

həm sat bəɉe khaya. I ate at seven o'clock.

Drills: 1. Substitution

Instructor: ek Class: sadhe ek bəɉe lana.

dui

And so on up to "dara".

2. Substitution

Instructor: khana Class: əbhi mət khana.

la

sun

ga

bəith

dekh

pədh

dho

bol

pi

likh

ro

si

de

LESSON 23

Goals: 1. Telling time in fractions.

2. "me" used as "till".

Dialogue:

əbhi dəs bəǰe mẽ kitnə taim baki həi?	How long till ten o'clock?
pəndra minət	Fifteen minutes.

Notes: The postposition "mẽ" is also used as "till" or "until". It always proceeds the action verb as in "bəje mẽ". The verb roots ending in consonants should have -e added and the verb roots ending in vowels should have the terminal vowel removed and -ye added. In case nouns are used as subjects, they should be followed by the postposition, "ke". e.g.

jəye mẽ taim həi.

uša ke aye me taim həi.

gadi ke chute mẽ taim həi.

"fifteen minutes till" can also be expressed as "paune".

e.g.

paune dui	a quarter till two
paune bara	a quarter till twelve

Nouns can also be substituted in place of the verbs.

e.g.

us ke/sădi hoye mẽ taim həi	There is time for his, her marriage.
sinema me deri həi	There is still time for the movie.

Drills: 1. Repetition

dəs bəǰe mẽ pãc minət baki həi	It is five minutes till ten o'clock.
əth bəǰe mẽ dəs minət baki həi	It is ten minutes till eight o'clock.
gyara bəǰe mẽ bis minət baki həi	It is twenty minutes till eleven o'clock.

2. Substitution

Instructor:	Class:
car	əbhi paune car bəǰa həi
dui	
əth	
dəs	
sat	
nəo	
tin	

3. Substitution

Instructor:	Class:
khana	əbhi khaye mẽ deri həi
sona	

23-3

ena

Jana

bolna

LESSON 24

Goals: 1. Another way of asking "what is the time?".

2. Verb conjuncts: principal verb + ǰana.

Dialogue:

kitna taim həi?	What is the time?
nəo bəǰ ke dəs minət pas hoy gəy	It is ten minutes past nine o'clock.

Notes: Some people may also ask "ka taim həi?" instead of "kitna bəǰa?" or "kon taim həi?".

Another way of expressing "fifteen minutes past" is "səvva".

e.g.

səvva dui	a quarter after two

The infinitive "ǰana" combines with certain principal verbs to form conjuncts that convey an idea of finality.

The secondary verb "ǰana" can be used in its past tense or the future tense in these constructions except in imperative sentences, e.g. cədh ǰao, kha ǰao

e.g.

həm soy gəva	I went to sleep.
həm khay ǰayega	I will eat up.

The form of the secondary verb depends on the gender of the subject, but here are some rules for

the principal verbs.

Verbs ending in consonants retain their original forms, which is the root of the verb.

e.g.

həm dekh gəy

uša bəith gai

Verbs ending in the vowel sound of -e remain the same.

e.g.

u i kitab de gəya

Sometimes the terminal -e is omitted and -aye substituted in its place,

e.g.

həm pensil ləye gəy.

Verbs ending in -a and -o have -y added to them.

e.g.

həm ay gəy

sita soy gai

Verbs ending in -i retain their original form.

Drills: 1. Substitution

Instructor: a — Class: həm ay gəy

so

pi

dekh

so

bol

de

le

ho

ǰəl

tut

2. Substitution

Instructor: pãc Class: pãc minət pas

hoy gəy

ḍəs

pəndra

bis

pəccis

3. Substitution

Instructor: nəo Class: səvva nəo bəǰa həi

əth

gyara

pãc

sat

LESSON 25

Goals: 1. The days of the week.

Dialogue:

aj̃ kon din həi?	What day is today?
aj̃ kon roj̃ həi?	
aj̃ sommar həi.	Today is Monday.

Drills:

1. Substitution

Instructor:	Class: aj̃ sommar həi
məngəl	
budh	
bif	
suk	
sənicər	
ətvar	

2. Substitution

Instructor:	Class: kəl sommar rəha
kəl	
pərso	
us din	

LESSON 26

Goals: 1. Dates of the month.

2. Ordinal numbers.

Dialogue:

aj̃ kon tarikh hei?	What is the date today?
aj̃ sətra tarikh hei.	Today is seventeen.

Notes: The ordinal numbers are irregular for the first ten numbers then "va" or "vi" should be added to the cardinal number depending on the gender.

Drills: 1. Substitution

Instructor:	Class:
tera	aj̃ tera tarikh hei
cauda	
pəndra	
sola	
sətra	
əthara	
unnis	
bis	

2. Repetition

pehla ləd̲ka	First boy
dusri ləd̲ki	Second girl
tisri ləd̲ki	Third girl
cautha admi	Fourth man
pãcva admi	Fifth man
chevi aurət	sixth woman

chəṭvi əurət	Sixth woman
satva lədka	Seventh boy
aṭhva lədka	Eighth boy
nəovi lədki	Ninth girl
dəsvi aurət	Tenth woman

The first five ordinal numbers are used often, but the rest are not used as much.

LESSON 27

Goals: 1. The months of the year.

Dialogue:

i kon məhina həi?	What month is this?
i ǰənvəri həi.	This is January.

Drills:

1. Substitution

Instructor:	Class: i ǰənvəri həi
ǰənvəri	
fərvəri	
mac	
əprəel	
mei	
ǰun	
ǰulai	
əgəst	
septemba	
oktuba	
nəvəmba	
disəmba	

2. Repetition

u ǰənvəri ke ikkis tarikh rəha	That was the twenty-first day of January.
u mei ke bais tarikh rəha	That was the twenty-second day of May.
u əgəst ke teis tarikh rəha	That was the twenty-third day of August.

u mac ke caubis tarikh rəha	That was the twenty-fourth day of March.
u oktuba ke pəccis tarikh rəha	That was the twenty-fifth day of October.

2. Substitution

Instructor:	Class:
chəbbis	pərso chəbbis tarikh həi
sətais	
əttais	
untis	
tis	
ektis	

LESSON 28

Goals: 1. Adverbs "ever" and "never".

2. Words like "next year", etc.

Dialogue: tum kəbhi reva gəy rəha? Have you ever been to Rewa?

hã, pichle sal ek dəfe. Yes, one time last year.

Notes: When negative "nəhi" is added to adverb "kəbhi" the meaning changes to "never".

e.g.

tum kəbhi suva gəy rəha?	Have you ever been to Suva?
kəbhi nəhi.	Never.

Drills: 1. Repetition

tum kəbhi gos khay rəha?	Have you (masculine) ever eaten meat?
tum kəbhi i filəm dekhe rəha?	Have you (masculine) ever seen this movie?
tum kəbhi i gana sune rəha?	Have you ever heard this song?
tum kəbhi hiyã ay rəha?	Have you ever been here?

2. Transformation

A. Transform the sentences in Drill 1 by substituting "tum" (feminine) in place of "tum" (masculine).

B. Transform the sentences in Drill 1 by substituting "sita" in place of "tum".

3. Substitution

Instructor:	ek	Class: həm ek dəfe bole rəha
	dui	
	dəs	
	bis	
	pəcas	
	sau	

4. Repetition

həm əgle sal kolej jayega	I will go to college next year.
ram pichle sal pas hoy gəya	Ram passed last year.
sərla pichle məhina ay rəhi	Sarla came last month.
tum əgle sal ka kərega?	What are you going to do next year?
həm pichle həfta ek əccha filəm dekhe rəha	I saw a good movie last week.

5. Substitution

Instructor:	kha	Class: həm i cij kəbhi nəhi khaya
	bol	
	sun	

kər

dekh

tod

la

de

le

pi

LESSON 29

Goals:

1. Adverbs "previously" and "always".
2. Past habitual.
3. Conjunction "but" (pər).

Dialogue:

tum əbhi kəhã rehta?	Where do you live now?
həm pehle suva mẽ rəhət rəha pər əbhi nausuti mẽ rehta həi.	I used to live in Suva previously, but I live in Nausori now.

Notes:

The past habitual tense is formed by combining the root of the principal verb + t or -ət and the past auxillary.

Verbs ending in -i and -o should have -ət added to them to form this tense.

e.g.

khat

det

soət

piət

ət should be added to the verbs ending in consonants.

e.g.

bolət

sunət

The past auxillary should agree with the gender of the subject.

For verbal roots ending in -e and -a, t should be added.

e.g.

det

khat

Drills: 1. Repetition

həm pehle gos khat rəha	I used to eat meat previously.
həm pehle daru piət rəha	I used to drink previously.
sita pehlə bəhut roət rəhi	Sita used to cry a lot previously.
u aurət pehle bəhut ǰhegda karət rəhi	That woman used to quarrel a lot previously.
ram pehle rəgbi khelət rəha	Ram used to play Rugby previously.
həm pehle bəhut soət rəha	I used to sleep a lot previously.
tum pehle həmar ghəre roǰ at rəha	You used to come to my house every day previously.

2. Repetition

həm həmeša car beǰe uthət rəha	I always used to get up at four o'clock.
həm həmeša pedhət rəha	I always used to study.
tum həmeša soət rəha	You always used to sleep.

sitə həmeša imli khat rəhi	Sita always used to eat tamarind.
ram həmeša daru piət rəha	Ram always used to drink liquor.

3. Substitution

Instructor: so

Class: həm bəhut sot rəhə per əbhi nəhi sota

khət

bol

khel

bədmasi kər

din mar

pit

filəm dekh

LESSON 30

Goals: 1. Ablative "se".

Dialogue:

hiyaN se maket kitna dur həi?	How far is the market from here?
ləgbhəg adha mīl.	

Notes: The postposition "se" has the value of the English "from".

Drills: 1. Substitution

Instructor:	Class:
maket	maket hiyaN se bəhut dur həi
ghər	
skūl	
erodrom	
pul	
theta	
post hopis	
əspətal	

2. Repetition

ləgbhəg car bəǰe ana	Come at about four o'clock.
ləgbhəg duī sal pehle	Nearly two years ago.
ləgbhəg səb log ay rəha	Nearly (almost) all the people came.
ləgbhəg paNc siling	About five shillings.

ləgbhəg ṭĪn ghənta meN	Within about three hours.

3. Repetition

hiyaN se ghər adha mĪl hei	The house is half a mile from here.
sūwa se lautoka dūr hei	Lautoka is far from Suva.
skūl se ghər dūr hei	The house is far from the skul.
ghər se theṭa nagicce hei	The theater is close to the house.

LESSON 31

Goals: 1. Prepositions like "in front", "behind", etc.

Dialogue:

maket kəhaN həi?	Where is the market?
u bəda benk ke age.	In front of that big bank.

Notes: The postposition "ke" should always proceed prepositions like "age", "pīche", etc.

Drills:

1. Repetition

maket benk ke age həi	Market is in front of the bank.
maket benk ke bəgəl me həi	Market is next to the bank.
maket benk ke pīche həi	Market is behind the bank.
maket benk ke nəgicce həi	Market is near the bank.
maket benk ke pados meN həi	Market is near the bank.

2. Substitution

Instructor:	Class:
bəda benk	u bəda benk meN ka həi?
bəda maket	
chota ghər	
əccha ghər	
chota beg	

LESSON 32

Goals: 1. Conjunctive participles.

Dialogue:

maket ke rasta kon hoi?	Which is the road to the market?
sidha jayke u kona ghūn jao.	Go straight and turn at that corner.
kon bagal?	Which side?
dahina bagal.	Right side.

Notes: Hindi tends to reduce the number of finite verbs by including one or more of them in subordinate clauses. This done in the clause by means of the conjunctive participle.

To form the conjunctive participle the participle "ke" should be added to the bare root of the verbs ending in consonants and the vowel sound of -i. For the verbs ending in the vowel sounds of -a, -e, -o, -y should be added before adding the "ke".

Here, the conjunctive participle expresses the priority in time, i.e. the action of its verb is prior to that of the finite verb.

Drills: 1. Repetition

khayke ao	Having eaten, come.

dekhke ao	Having seen, come.
deke ao	Having given, come.
pūchke ao	Having asked, come.

2. Substitution

Instructor:	sun	Class: sunke ghare jao
	le	
	pī	
	dekh	
	kha	
	bata	
	ga	
	dekh	

LESSON 33

Goals: 1. Indefinite pronoun "koi" used as "any" -- pronominal adjective.

Dialogue:

maket ke nəgicce koĩ ʃūta ke dukan həi?	Is there any shoe shop near the market?
bəhut həi, lekin tum sambhu ke dukan ʃao.	There are a lot, but you go to Sambhu's shop.

Notes: "koi" when used as a pronominal adjective should be followed by a singular noun. It can also be used to mean "about" or "nearly". While "nəhi" added to it changes the meaning to "no body".

"lekin" has the same value as "pər".

Drills: 1. Repetition

ghərə koi həi?	Is anybody at home?
yəhaN koi həi?	Is anybody here?
kəl koi ay rəha?	Did anybody come yesterday?
koi ek sal	About a year.
koi car paNc siling	Some four, five shillings
koi duĩ tĩn mīl həi	Nearly two, three miles.

2. Substitution

Instructor: khela	Class: həm bulaya lekin koi nəhĩ khelis aya

likha

suna

liya

LESSON 34

Goals: 1. "hi" used to give an idea of exclusiveness.

2. Instrumental "se".

3. Locative "pər".

Dialogue:

ka yəhĩ sambhu ke dukan həi?	Is this Sambhu's shop?
haN, u sĩdhĩ pər se hiyaN aNo.	Yes, come here by the stairs.

Notes: "hĩ" added after a word gives it an idea of exclusiveness.

e.g.

jəgga hĩ kəra	Jagga did it.
hiyaN hĩ həi buk	The book is right here.
kəl hĩ həm i sadi khərĩda	I bought this sari just yesterday.

The postposition "par" is used to indicate location on, upon or at something or some place.

Drills: 1. Repetition

yəhĩ tumar ghər həi?	Is this your house?
yəhĩ is ke skūl həi?	Is this this person's school?
yəhĩ tumar bhaĩ həi?	Is this your brother?
yəhĩ sĩta ke motar həi?	Is this sita's car?

yəhĪ tum log ke mastər Is this your teacher?

  jĪ həi?

2. Transformation

Transform the sentences in Drill 1 by substituting "wəhĪ" in place of "yəhĪ".

3. Repetition

sidhi par se ao	Come by the stairs.
churĪ se phəl kato	Cut the fruit with a knife.
cimməc se ca ghoro	Stir the tea with a spoon.
pen se citthĪ likho	Write the letter with a pen.
sabun se kəpda dhoo	Wash the clothes with soap.
bəs se ao	Come by a bus.

LESSON 35

Goals:

1. Bargaining.
2. Adjective + kərna combinations.
3. Indefinite pronoun "kuch".
4. Adjective "only".

Dialogue:

ek bəndəl dəlo ke kitna dam?	What is the price of a bundle of Dalo?
sirf paNc siling.	Only five shillings.
paNc siling bəhut məhəngə həi kuch kəmtī kəro.	Five shillings is very expensive, reduce it a little.

Notes:

The verb "kərna" also combines with certain adjectives to form one verb.

e.g.

kəmtī kərna	To reduce.
saf kərna	

"kuch" when used as an indefinite pronoun should be followed by a singular verb.

e.g.

kuch həi	There is some.

It can also be used as a pronominal adjective.

e.g.

kuch sadī həi

Drills: 1. Repetition

dokt̲ər kuch dəwaī	The doctor gave some
diya	medicine.
kuch pəisa lao	Bring some money.
kuch kam kəro	Do some work.

2. Substitution

Instructor:	Class:
likh	kuch nəhī likho
kha	
la	
de	
le	
dikha	

3. Repetition

ek ǰutt̲ī kabiǰ	Two heads (pair) of cabbage.
ek dərǰən ənd̲a	A dozen eggs.
ek paun ǰhīnga	A pound of prawns.
ek kūd̲a bhind̲ī	A share of okra.
ek ǰod̲ī ǰūta	A pair of shoes.

4. Repetition

kuch tīta həi	It is a little hot.
kuch məhənga həi	It is a little expensive.
kuch kəd̲ua həi	It is a little bitter.

5. Substitution

Instructor:	Class:
kabiǰ	sirf kabiǰ hī
	lao
alū	

pyəʃ

cəur

aṯa

cīnī

dūdh

apui

nībū

LESSON 36

Goals:
1. Principal verb + dena conjuncts.
2. Additions and subtractions.
3. Past participle of auxillary "hona".

Dialogue:

i apul taǰa həi?	Are these apples fresh?
ekdəm taǰa həi.	They are absolutely fresh.
dui paun dəye deo.	Give two pounds.
car aur car ath ana bhəy.	That was - four and four - eight annas.

Notes:

Some verbs combine with verb "dena" (to give) to form a conjunct verb that contributes an idea of action directed outwards in another's direction. e.g.

i citthī pədh deo	Read this letter out to me.

Formation:

For verbs ending in consonants there is no change. ȳ should be added to the verbs ending in -a, the terminal -e removed from verbs ending in -ē and -əy added to them.

"bhəy" is the past participle of the auxillary "hona" and has the value of "was" or "has happened". e.g.

kəl us ke ghəre ramayən bhəy	There was Ramayana at that person's place yesterday.

Drills: 1. Repetition

am ekdəm pəka həi	Mangoes are absolutely ripe.
nəriyəl ekdəm səsta həi	Coconuts are absolutely cheap.
gos ekdəm taɟa həi	The meat is absolutely
səṯ ekdəm nəwa həi	The shirt is absolutely

2. Repetition

tərkarī dəye deo	Give the vegetables.
kəpḍa nəp deo	Measure the cloth.
kam kər deo	Do the work.
cit̪thī likh deo	Write the letter.
səṯ sī deo	Stitch the shirt.
tel laye deo	Bring the oil.

3. Repetition

duī aur duī car	Two and two four.
tīn aur ek car	Three and one four.
tīn aur car sat	Three and four seven.
paNc aur nəo cauda	Five and nine fourteen.

4. Repetition

paNc meN se tīn nikalo	Minus three from five.
sat meN se dui nikalo	Minus two from seven.
bara meN se əṯh nikalo	Minus eight from twelve.
dəs meN se paNc nikalo	Minus five from ten.

LESSON 37

Goals: 1. Adjective "kəisən" -- what kind.

2. Adjective "itna" -- so much, this much, so many.

Dialogue:

tum kəisən gos becta həi?	What kind of meats do you sell?
həmar pas khalī bheḍa aur bakḍī ke gos itna hi həi.	I have only this much lamb, mutton, and goat meat.
əccha dui paun bheḍa ke gos dena.	Okay, give two pounds of lamb.

Notes: The terminal a in itna should be changed to -i when it qualifies a feminine noun. It can also be used as an adverb.

Drills: 1. Repetition

i kəisən sadī həi?	What kind of a sari is this?
i kəisən phūl həi?	What kind of a flower is this?
u kəisən kəpḍa həi?	What kind of cloth is that?
i kəisən mittī həi?	What kind of soil is this?
i kəisən caur həi?	What kind of rice is this?

2. Repetition

honolulu meN itna moṭər həi	There are so many cars in Honolulu.

fījī meN itna nəriyəl həi	There are so many coconuts in Fiji.
sidnī itna bəda ṣehar həi	Sidney is such a big city.
us ke pas itna pəisa həi	That person has so much money.
u itna mota həi	He is so fat.
sīta itnī əcchī həi	Sita is so nice.
u ləḍkī itnī leǰī həi	That girl is so lazy.

LESSON 38

Goals:

1. Principal verb + lena conjuncts.
2. Article "to".

Dialogue:

i kəpda kitna bəret həi?	How much a "baret" (two yards) is this material?
pəNc siling.	Five shillings.
to duĪ bəret nap deo.	Then measure two barets.
tĪn bəret ləye leo.	Take three barets.
nəhĪ, nəhĪ duĪ bəret bəs həi.	No, no two barets are enough.

Notes:

Verb "lena" combines with certain verbs to form conjuncts that convey an idea of action directed towards the subject, or of finality.

The rules for the principal verbs are the same as for the verb + dena conjuncts.

The article "to" has no definite meaning. Sometimes it is used as an adverb as in this lesson with the value of "then".

It may also be used to give emphasis, or to protest.

e.g.

həm to nəhĪ gəya	I did not go.
həm gəy to rəha	I had gone.

Drills: 1. Repetition

to tum əbhī jəo	Then you go now.
to us lədka ke nəhĪ bəlao	Then do not invite that boy.
to həm bola -----	Then I said -----
to u rois	Then she cried.

2. Repetition

həm thənda panĪ se nəhay liya	I bathed with cold water.
u khana khay liis	He or she ate.
u bəkdi pəkəd leo	Catch that nanny goat.
tum i buk pədh liya?	Did you read this book?
həm u gana sĪkh liya	I learnt that song.
həm u nəva filəm dekh liya	I saw that new movie.

Lesson 39

Goals:

1. Verb "səkna" -- to be able, or can, also may.
2. Locative "pər".
3. Optative sentences.

Dialogue:

həm hiyəN se wiriya kəisa jay səkta?	How can I go to Viriya from here?
pəidər, bəspər, ya to pətpət pər.	On foot, by bus, or by launch.

Notes:

Verb "səkna" added to other verbs forms conjunct verbs which are intransitive and follow the root of the attached verb. "səkna" means to be able. There is no distinction in Hindi in "can" and "may". So "səkna" is also used to express permission.

e.g.

həm hindī bol səkta həi	I can speak Hindi.
tum əbhī jay səktə həi	You can go now.

The rules for the principal verbs are the same as for other conjuncts.

Drills:

1. Repetition

həm likhe səkta həi	I can write.
həm gay səkta həi	I can sing.
həm pəkay səkta həi	I can cook.
həm draiw kəre səkta həi	I can drive.

2. Substitution

Instructor:	Class:
nac	Kəmla nace
pəḍh	səkti həi.
ga	
a	
sikha	
si	

3. Repetition

kəl ya pərso ao	Come tomorrow or the day after.
pen ya pensil lao	Bring a pen or a pencil.
kabij ya bhiṇḍī lao	Bring cabbage or okra.
sham ya ram ko bəlao	Call Sham or Ram.

4. Repetition

i sadī leo ya to i leo	Take either this sari or this.
i gana sikhao ya to u sikhao	Teach either this song or that one.
u buk pədho ya to i pədho	Read either that book or this one.

LESSON 40

Goals: 1. Terminal -o in verbs instead of -ta in interrogative sentences in second person.

Dialogue:

tum khana pəkay səko?	Can you cook?
hă, həm səkta həi.	Yes, I can.

Notes: The vowel sound of -o is substituted in place of -ta in most interrogative sentences.

e.g.

tum ka kəro həi?	What are you doing?
tum ka likho həi?	What are you writing?

The use of "it" on the verb root is not restricted to the feminine gender, some men <u>will</u> use this form.

Drills: 1. Repetition

tum ka likho həi?	What are you writing?
tum ka sikho həi?	What are you earning?
tum ka bolo həi?	What are you saying?
tum ka beco həi?	What are you selling?
tum ka khao həi?	What are you eating?
tum ka pəkao həi?	What are you cooking?

2. Repetition

tum khana pəkay səko?	Can you cook?
tum mo<u>t</u>ər cəlay səko?	Can you drive a car?

tum hindī bole səko?	Can you speak Hindi?
tum nədī paure səko?	Can you swim a river?
tum ghoḍa dauḍay səko?	Can you ride a horse?

LESSON 41

Goals:
1. The interrogative future form also used in simple positive sentences in third person.
2. Use of special verb "ləgna".
3. Terminal -e instead of -ta in sentences in third person.

Dialogue:

i bəs kəhaN jayi?	Where does this bus go?
suwə jayi.	It will go to Suva.
hiyəN kitna bhara ləge həi?	What is the fare from here?
car siling.	Four shillings.

Notes:

The interrogative future forms jayi, kərī, khayi are also used in simple positive sentences, especially in those without a subject, or when the subject is in third person.

e.g.

sīta khana khayi?	Will Sita eat?
həN, khayi.	Yes, she will eat.

The verb "ləgna" is special in the sense that it has two meanings. "To begin" and "to attach itself to". We are using the second interpretation here.

e.g.

sīta ke pyas ləga həi.	Sita is thirsty.
ram ke bhūk ləga həi.	Ram is hungry.

Instead of using the terminal -ta in sentences with subjects in the third person, -e is very often used.

e.g.

u ka kəre həi?	What is that person doing?
līla kə likhe həi?	What is Lila writing?
səmbhu ka khaye həi?	What is Sambhu eating?

The verb roots ending in consonants should have -e added to them, while the verb roots ending in the vowel sounds of -ə, -e, -i and -o should have -ye added to them.

Drills: 1. Substitution

Instructor: pəisa Class: bəhut pəisa ləge həi.

tex

panī

buk

bhara

kiraya

petrol

pyas

bhūk

thənda

gərəm

(Note: If həm has to be used as a subject in any of these sentences, then the inflected oblique form of həm which is hemme should be used. The same holds true for tum, the inflected oblique form of which is tumme. If the subject is in the third person then it should be followed by the postposition "ke" [objective] ise and use are the inflected oblique forms of i and u respectively).

2. Substitution

Instructor:	kha	Class:	Rəm khay
	dekh		
	so		
	bol		
	sun		
	sī		
	dho		
	le		
	la		

3. Repetition

līla əbhī ayī	Lila will come now.
i lədkī khana khayī	This girl will eat now.
plen dəs bəje ayī	The plane will come at ten o'clock.
səmbhu kəbj jayī?	When is Sambhu going?

LESSON 42

Goals: 1. Duplication of adverbs.

Dialogue:

suwa jaye me kitna derī ləge həi?	How long does it take to go to Suva?
car sadhe car ghənta.	Four and four half hours.
bəs kahaN kahaN ruki?	What various places the bus stop at?
nandī, singatoka, koro lewu əur nawua rukī.	Nandi, Singatoka, Koro Levu and Navua.

Notes: The duplication of words is frequent in Hindustani. Duplication gives an idea of extension or distribution over time or space.

Adverbs are repeated to convey intensity. e.g.

Instead of saying "jəldī kəm kəro", people might say, "jəldī jəldī kam kəro".

similar examples:

dhire dhire cəlo

thīk thīk bolo

Drills: 1. Repetition

tum kahaN kahaN gəya?	What various places did you go to?
gənna ke khet kahaN kahaN həi?	What various places are the cane fields at?

am ke per kahaN kahaN hɐi?	What various places are mango trees at?
jɐldī jɐldī bolo	Speak fast.
dhīre dhīre motɐr caleo	Drive the car slowly.

LESSON 43

Goals: 1. Conditional sentences.

2. Use of the special verb "cahna".

Dialogue:

əgər həm əccha bhojən khana	If I want to eat good food,
cahta həi to həm kahaN jayi?	Where should I go?
tum bombe loj jao babu,	You go to the Bombay Lodge sir,
huaN ke khana əccha həi.	the food there is good.

Notes: The verb "cahna" (to wish, to desire) may take an uninflected singular infinitive as a direct object. e.g.

həm jana cahta həi.	I wish to go.
tum ka kərna cahta həi?	What would you like to do?

Drills: Repetition

əgər səmbhu ayĭ to həm log jayega.	We will go if Sambhu comes.
əgər lĭla ayĭ to us ke rokna	Detain Lila if she comes.
əgər tum cahta həi to tum bhĭ ay səko həi.	You too can come if you want to.

əgər panī ayī to həm log ghəre rəhega. — We will stay home if it rains.

Substitution

Instructor:	Class:	
maket jana	həm maket jana	
filam dekhna	cahta həi.	
hotel jana		
rəgbī khelna		
kərī khana		
kam kərna		
buk pədhna		

i ped meN bəhūt phəl	This tree has a lot of fruit
ləga həi.	on it.
i ped meN thoda phūl	This tree has few flowers.
ləge həi.	
Without a postposition:	
i sadī həmme əccha ləge	I like this sari.
həi.	
əisən bat khərab ləge	This kind of a thing looks
həi.	bad.

LESSON 44

Goals:

1. Duplication of interrogative pronoun "kon".
2. Transforming intransitive verbs into transitive verbs.

Dialogue:

əj kon kon bhojən bəna həi?	What all foods have been cooked today?
həmme bəhūt bhūk ləga həi.	I am very hungry.
əj murgī ke gos, əlū ke tərkərī, dal, roṭī əur bhat pəka həi.	Chicken, potatoes, lentils, roti and rice have been cooked today.

Notes:

The interrogative pronoun "kon" is repeated to convey an idea of extension and distribution.

e.g.

kon kon ayega?	What various people will come?
kon kon bola?	What various persons spoke?

Some verbs have an intransitive form, which may be a passive or a kind of a middle form indicating that something occurs of itself, and a transitive form. The usual characteristic of the transitive of such verbs is medial -a.

e.g.

Intransitive	Transitive
bənna	bənana

rukna	rokna
pəkna	pəkana
nikəlna	nikalna

Some verbs have an irregular formation.

e.g.

chūṯna	choḏna
dhulna	dhona
phəṯna	phaḏna
ṯūṯna	toḏna
phūṯna	phoḏna

Drills: 1. Repetition

əj ka bəna həi?	What has been made today?
kəl əccha bhojən pəka rəha.	Good food had been cooked yesterday.
sosa phuṯ gəya	Saucer broke.
saḏī phəṯ gəya	Sari tore.

2. Repetition

kon kon bhojən	What various foods
kon kon log	What different people
kon kon kəpḏa	What different kinds of cloth
kon kon janwər	What different animals.

3. Repetition

The special verb "ləgna" may be preceeded by a postposition:

həmar ghar meN rəng ləge həi.	My house is being painted.

LESSON 45

Goals: 1. Dative "ke khatin".

2. Interrogative "why".

Dialogue:

həmar khatin murgi ke gos	Bring some chicken, vegetabl
tərkarī aur rotī lao aur	and roti for me, and don't bring
həmar dost ke khatin gos nəhī lana.	any meat for my friend.
kaNheN?	Why?
kahis kī i sadhu həi.	Because he is a vegetarian.

Notes: The postposition "ke khatin" means "for". "ke liye", and "ke vaste" have the same meaning.

Drills: Repetition

həmar khatin ek buk lana	Bring a book for me.
us ke khatin həm sadī laya	I brought a sari for her.
həmar frend ke khatin khana lao	Bring some food for my friend.
həm tumar khatin rukega	I will wait for you.

2. Substitution

Instructor: bol	Class: tum kaNheN bola?

a

ja

ga

ruk

dekh

la

pī

3. Repetition

tum ī kaNheN vaste khərida	What did you buy this for?
sĭtə kaNheN vəste nəhi ayis?	Why did not Sita come?
kaNheN vaste bəs hiyaN rukis?	Why did the bus stop here?

4. Repetition

kahis kī kəl chuṭṭī həi	Because tomorrow is a holiday.
kahis kī həm log gos nəhī khətī	Because we do not eat meat.
kahis kī tum əbhi chota həi.	Because you are young yet.
kahis ki bəs ke tayər pənkcər hoy gəya.	Because the tire on the bus has a puncture.

Lesson 46

Goals:

1. Use of special verb "pəsənd ana" --- "to be liked".
2. Adverb "phir" --- "again".

Dialogue:

tumme khənə pəsənd aya babu?	Did you like the food sir?
həN, pər khana thoda tita rəha.	Yes, but the food was a little hot.
kitna pəisa bhəy?	How much was it?
nəo siling, həmar hotel məN phir ana.	Nine shillings, come again to my hotel.

Notes:

"pəsənd ana" is a special intransitive verb that agrees with the gender of the object.

həmme u ləḍki pəsənd ayis	I liked that girl.

The subject should be in inflected oblique form. If a proper noun is used as subject it should be followed by the postposition "ke".

e.g.

sərla ke u saḍī pəsənd aya	Sarla liked that sari.

46-2

Drills: 1. Substitution

Instructor:		Class:
	miṯhaī	həmme miṯhaī pəsənd aya.
	buk	
	kəpḍa	
	gana	
	gəNw	
	ghər	
	bag	

2. Repetition

həm tumme phir bolta həi	--I am telling you again --
həm u filəm phir dekha	I saw that movie again.
həm phir əmrika jayega	I will go to America again.
tum kəl phir ana	Come again tomorrow.

Lesson 47

Goals: 1. Principal verb + cukna conjuncts.

2. Expressing purpose.

Dialogue:

tum khana khay cuka babu?	Have you eaten sir?
heN, kəNheN?	Yes, why?
celo hemar khet dekhe	Come to see my field.

Notes: Verb + cukna is another conjunct that is used frequently. It conveys an idea of finality.

Drills:

1. Repetition

tum kam kər cuka?	Have you finished working?
tum khana khay cuka?	Have you finished eating?
tum form bhər cuka?	Have you finished filling the form?
tum pepər pədh cuka?	Have you finished reading the paper?
tum i sakis dekhe cuka?	Have you seen this movie?
tum ərji ləgay cuka?	Have you applied?

2. Repetition

kəl hemar ghere khana khaye ana.	Come to eat (and eat) at my place tomorrow.

47-2

hɛm səkis dekhe jata hɛi	I am going to see a movie.
u kriket khele jata hɛi	He is going to play cricket.
kɛl hɛm log jhĩnga pəkde jayega.	We are going to catch prawns tomorrow.

Lesson 48

Goals: 1. Suffix "wala" -- on nouns only.

Dialogue:

ka ɛ səb tumar khet həi?	Are these all your fields?
nəhī, khalī gənnawala khet həmar həi.	No, only the one with sugar cane in it is mine.

Notes: Suffix "wala" is added to verbs to form adjectives. It is added to nouns to form descriptive adjectives.

Drills:

1. həm səb frend ke bəlaya	I invited all the friends.
səb log ghəre gəya	All the people (everybody) went home.
səb buk lao	Bring all the books.
səb phəl khərab hoy gəya	All the fruits spoiled.
2. Repetition	
u dadhīwala admī həmar bhəiyya həi	That man with a beard is my brother.
u kotwala admī lədkən ke mastər jī həi	That man with a coat is the childrens' teacher.
jutawala dukan kəhəN həi?	Where is the shoe shop?
sayawali lərki həmar bəhinī həi	That girl with the dress is my sister.

3. Substitution

Instructor: juta

Class: jutawala dukan dur hei.

sadi

gos

kepda

buk

Lesson 49

Goals: 1. Reflexive pronoun "apᵊn".

2. Adjective "every".

Dialogue:

tum apᵊn khet meN kon kon cĪj bota hei?	What different things do you sow in your field?
hem her sal sirf gənna bota hei	I sow (plant) only sugar cane.

Notes: If the possessive adjective is identical with the main subject of the sentence, then the reflexive pronoun is used.

e.g.

hem apən bheiyya ke layega

hem apən buk nəhĪ degə

u apən beg khola.

Drills: 1. Repetition

hem apən pitajĪ se puchega	I will ask my father.
apən ghere jao	Go to your home.
ʉ apən moter layis	He brought his car.
Ī apən khet meN kam kere hei	He is working in his field.
hem apən kepda dhota hei	I am washing my clothes.

2. Repetition

hem hər sal suwa jata hei	I go to Suva every year.
Ī master ji hər həfta ekjem deta hei	This teacher gives an examination (test) every week.
həmar məN roj ghər saf kərti hei	My mother cleans the house every day.

Lesson 50

Goals: Optative sentences using "ki".
Suffix "bhər".

Dialogue:

tumme koi mədəd kəre hei ki nehĪ?	Does any body help you or not?
həN, həmar sathe həmar gherwalĪ din bhər kəre hei	Yes, my wife works with me all day.

Notes: The suffix "bhər" added to a noun gives an idea of fullness.

Drills:

1.

tum ayega ki nehĪ?	Are you going to come or not?
tum Ī buk məngta ki nehĪ?	Do you want this book or not?
tum əbhĪ khayega ki der me?	Will you eat now or later?
tumme ī gəNv pəsənd aya ki nehī?	Did you like this town or not?

2. Repetition

həm rat bhər pədha	I studied all night.
pet bhər khana khao	Eat a bellyfull (till your belly is full)
Ī lərka din bhər sota hei	This boy sleeps all night.
gilas bhər panī deo	Give a glassful of water.

3. Substitution

Instruction: həmar

is ke

mas̱tər jī ke

us ke

ram ke

apən bhəiyya ke

apən frend

Class: həmar səthe ao

Lesson 51

Goals: 1. Passive voice.

2. Duplication of interrogative pronoun "ka".

Dialogue:

fījī meN ka ka boya jata həi?	What various things are sown in Fiji?
gənna, dhan, dalo, kela,	sugar cane, rice, dalo,
nəriyəl vəgəira	bananas, coconut etc.

Notes: The passive voice is not so extensively used as in English. It is formed by adding "jana" to the past participle of a verb, and both verbs are subject to the rules of gender.

e.g.

hiyəN əccha kam kəra jata həi	Good work is done here.

Drills: 1. Repetition

tum həmar khatin ka ka laya?	What all did you bring for me?
tum shehər meN ka ka khərīda?	What all did you buy at the city?
mastər jī aj ka ka kam diya?	What work has the teacher given today?
tum chuttī meN ka ka kəra?	What all did you do during the holidays?

2. Repetition

ɪ kəmra meN khana pəkaya jata həi.	Food is cooked in this room.
ɪ cij əmrika meN nəhɪ khaya jata həi.	This thing is not eaten in America.
hiyəN əccha gos beca jata həi	Good meat is sold here.
hiyəN səb cɪj bəhut məhənga beca jata həi	Everything is sold very high here.

Lesson 52

Goals: 1. Idiomatic use of "ekko".

2. "is liye" -- "for this reason", "so", "because".

Dialogue:

hiyəN kon kon cij bənaya jata hei?	What different things are made here?
hiyəN ekko karkhana nəhi, is liye səb cij bahər se laya jata hei.	There is not even one factory here, so everything has to be brought in from outside.

Notes: "ekko" is equivalent to "even one".

e.g.

tumar ləge ekko pensil hei?	Do you have even one pencil?

Drills: 1. Repetition

tum ekko dəfa suva gəya?	Have you been to Suva even once?
hiyəN ekko sakis ghər nəhi	There is not even one movie house here?
i per meN ekko phəl nəhĩ	There is not even one fruit on this tree.
həmar ləge ekko buk nəhĩ	I do not have even one book.

2. Repetition

həm bimar rəha is liye kəl	I did not come yesterday
nəhĨ aya	because I was sick.
is liye tum kəl mət ana	So you don't come tomorrow.
həm tumme is liye bulaya --	I called you for this reason --
həm Ĩ citthi is liye likha --	I wrote for this reason -- this letter

LESSON 53

Goals: 1. Intentional future.

Dialogue:

tumar ləge koi janwar həi?	Do you have any animals?
əbhĪ nəhĪ pər həm kuch bəil kharidewala həi.	Not now, but I am going to buy some bulls.

Notes: Suffix "wala" on the oblique form of a verb root indicates intention.

Drills: I. Repetition

həm kəl shehər jayewala	I am going to go to town tomorrow.
əgle həfta həmar bhəiyya əmrika se ayewala həi.	My brother is going to come from America next week.
həm apən frend ke citthi likhewala həi.	I am going to write a lette to my friend.

LESSON 54

Goals: 1. Probability.

2. "aur koi" -- "any other".

Dialogue:

tum aur koi janwer nehm palega?	Aren't you going to keep any other animals?
sait kuch murgī layega enda ke liye.	I might bring some chickens for eggs.

Notes: "sait" indicates probability. It means "may", "might", "probably", etc. "aur koi" means "any other" or "anybody else" or "any more".

Drills:

1. Repetition

aur koi nehī aya?	Didn't anybody else come?
tum aur koi filem dekha?	Did you see any more movies?
tum aur koi desh dekha?	Did you see any other countries?
tum aur koi log ke belaya?	Did you invite any more people?

2. Repetition

ej hem sait filem dekhe jayega	I might go for a movie today.
sait kel tūfan ayī	There might be a storm tomorrow.

u sait bimar hoi	That person is probably sick.
ram sait aj sonjha ke ayī	Ram will probably come this evening.

LESSON 55

Goals: 1. Duplication of adverb "kəbhī".

Dialogue:

hiyaN panī kəb bəresta hei?	When does it rain here?
barish ke mosəm meN to bəhut bəresta hei, pər kəbhī kəbhī thənd aur gərmī ke mosəm meN bhī bəresta hei.	It rains a lot during the rainy season, but sometimes it also rains during winter and summer.

Notes: When the adverb "kəbhi" is duplicated, the meaning changes from "ever" to "sometimes".

Drills: 1. Repetition

hiyaN kəbhī kəbhī bəhut panī bəresta hei	Sometimes, it rains a lot here.
həm kəbhī kəbhī ghoda daudaye jata hei	I go horse riding sometimes.
hiyaN kəbhī kəbhī bəhut eccha sakis ata hei	Really good movies come here sometimes.
i admī kəbhī kəbhī khərab gos deta hei	This man gives bad meat sometimes.

LESSON 56

Goals: 1. Comparative and superlative degrees.

Dialogue:

fiji meN səb se jada pani kahaN bərəsta həi?	Where does it rain the most in Fiji?
rewa jilha meN.	In Rewa district.

Notes: There is no special form of superlative or comparative. When two objects are compared, that one with which the comparison is drawn has the postposition "se" on it. The adjective confirms to the rule of the adjective.

e.g.

i larka se i larka ləmba həi.	This boy is taller than this boy.
i larkī se u larkī motī həi.	This girl is fatter than that girl.

To express the superlative degree a universal comparison is made by using "səb" -- "all", with the postposition "se".

e.g.

i lərka səb se husyar həi.	This boy is the smartest of all.
hindustanī khana səb se tīta həi.	Indian food is the hottest of all.

Sometimes, when the thing referred to is not known to the speaker, the superlative is expressed by repeating the adjective and inserting the postposition "se" in between.

e.g.

əccha se əccha kəpda lana.	Bring the best material.

Drills: 1. Repetition

i pensil se u pensil ləmba həi	That pencil is longer than this pencil.
i ghər se u ghər uNca həi	That house is taller than this house.
həmar buk se tumar buk əccha həi	Your book is better than mine.
suwa ləutoka se bəda həi	Suva is bigger than Lautoka.

2. Repetition

Səb se uNca pəhar kahaN həi?	Where is the highest mountain of all?
u admĪ səb se mota həi	That man is the fattest of all.
i am səb se mĪtha həi	This mango is the sweetest of all.
huaN ka nəriyə səb se bəda həi	The coconuts from that place are sweetest of all.

3. Repetition

bəgĪca meN sundər se sundər phul həi	There are the most beautiful flowers in the garden.
tumar ləge jəstĪ se jəstĪ kəpda həi	You have the most clothes of all.
i per meN bəda se bəda phəl ləge həi	This tree bears the biggest fruit of all.

4. Substitution

Instructor:	sundər	Class: I larkĪ səb se sundər həi
	motĪ	
	əcchĪ	
	husyar	
	lejĪ	

LESSON 57

Goals: 1. Adverb "bar bar" -- repeatedly, again and again, often.

2. Noun + hona conjuncts.

Dialogue:	hiyaN bar bar tufan ata həi?	Do you have storms often?
	nəhĪ, pər pichle sal bəda tufan aya aur admī log ke bəhut niksan bhəy.	No, but last year a big storm came and caused a lot of damage.

Notes: Some nouns combine with auxillary "hona" to form intransitive verbs that have a sort of a passive or a middle form that indicates that the action takes place of itself. The object of these verbs should be followed by the postposition "ke".

e.g.

us ke ghav bhəy	He has a sore.

Drills: 1. Repetition

tum bar bar kaNheN ata həi?	Why do you come again and again?
həm bar bar shehar jata həi	I go to Suva often.

u lərka bar bar feil hota həi	That boy fails again and again.
u bar bar hotel jata həi	That person goes to a hotel often.

2. Repetition

us ke bəhut fayda bhəy	He made a lot of profit.
hamar khet meN i sal bəhut dhan bhəy	My field produced a lot of rice this year.
i lərka ke ghav bhəy	This boy has a sore.
agī se us ke ghər ke bəhut niksan bhəy	His house was damaged a lot due to fire.

LESSON 58

Goals: 1. Duplication of indefinite pronoun "koi".

Dialogue:

ka əmrika meN bərəf gire həi?	Does it snow in America?
haN, koi koi jegha gire həi.	Yes, it snows in some places.

Notes: When duplicated "koi" means "some".

e.g.

koi koi log angreji nəhĩ bole həi	Some people do not speak English.

Drills: 1. Repetition

koi koi log gos nəhĩ khata həi	Some people do not eat meat.
koi koi kisan sirf gənna bota həi	Some farmers plant only sugarcane.
koi koi paltu janwar həi	Some animals are tame.
koi koi lərka pədhe ke liye əstreliya jata həi	Some boys go to Australia to learn (to go to school).

LESSON 59

Goals: 1. Adverb "tək".

Dialogue:

əmrika meN kəb bərəf gire həi?	When does it snow in America?
disəmbər se mac əprəil tək.	From December till March-April.

Notes: "tək" really means "till" or "until". It is used like a postposition.

e.g.

hiyaN se huaN tək	from here till there
nəo bəje tək	till nine o'clock

Drills: 1. Repetition

hiyaN se huaN tək kitna mīl həi?	How many miles from here to there?
nəndī se ləutoka tək əccha sərək həi	There is good road from Nandi to Lautoka.
həm thənd ke məsəm tək hiyaN rəhega	I will stay here till winter.
həm səbere se sənjha tək kam kərta həi	I work from morning till night.

LESSON 60

Goals: 1. Relative pronoun "jo".

Dialogue:

jo admī əbhī gana gay rəha u kon həi?	Who is the man that sang now? or Who is he that sang now?
pəta nəhī, ram se pūcho.	I do not know, ask Ram.

Notes: A clause introduced by a relative particle and followed by another introduced by a corelative is a frequent mode of construction. The corelative "so" has been almost entirely replaced by the demonstrative "u".

Verb "pūch" is one of the special verbs that require the postposition "se" on their object.

Drills: 1. Repetition

kəl jo admī ay rəha u kon həi?	Who is that man that came yesterday?
hiyaN jo lərkī bəithī rəhī u bəhut əcchī həi.	The girl that was sitting here is very nice.
tum kəl jo gos khay rəha u lemb rəha	The meat you ate yesterday was lamb.

həm jo plen se əmrika gəya u bəhut bəḍa rəha	The plane by which I went to America was very big.
tum jo cīj ordər kəra u kəb ayī?	When are the things you ordered coming?
2. Repetition	
səb log se bətay dena	Tell everybody (all the people).
pitajī se pūchke ana	Come after you have asked your father.
u həm se nəhī bolta həi	He does not talk to me.
us se pūch leo	Ask that person.
is admī se phəl khərīdo	Buy fruits from this man.

LESSON 61

Goals: 1. Suffix "wala" on verbs.

2. Suffix "wala" on adverbs.

Dialogue:

hiyaN koi angreji bolewala hei?	Is there a speaker of English here?
huaN bəgəlwala dukan meN ek admī hei, u bolta hei.	There is a man next door. He speaks it.

Notes: Suffix "wala" is used to form adjectives. Added to oblique form of the verbal root it indicates the doer of the action.

e.g.

khetī karewala log	people who do farming

It is added to adverbs to form adjectives:

nagiccewala gaoN	the town near by

Drills: 1. Repetition

u nacewala kon hei?	Who is that dancer?
i hindustanī bolewala kon hei?	Who is this speaker of Hindustani?
hiyaN koi gos becewala hei?	Is there anybody who sells meat here?
hiyaN gos khayewala koi nəhī?	Isn't there anybody who eats meat here?

2. Substitution

Instructor:	nĭce	Class:	nĭcewala dukan eccha hei
	ūpər		
	nəgicce		
	bəgəl		
	pədaus		
	pĭche		

LESSON 62

Goals:

1. "se" indicating manner.
2. Adverb "upər" -- "on", "on the top of", "over", "above".

Dialogue:

sĪta jor se kaNheN cillaye hei?	Why is Sarla shouting loudly?
us ke buk ke upər bistuiya hei.	There is a lizard on her book.

Notes:

Suffix "se" on adverbs, and certain nouns indicate manner.

e.g.

əccha se	nicely

"upər" is really a postposition. Sometimes the locative "pər" is synonymous with it. "pər" is often distorted so it sounds like "pe".

Drills:

1. Repetition

həmar chət ke upər ek bəndər hei	There is a monkey on my roof.
tebil ke upər dher buk hei	There are a lot of books on the table.
per ke upər nehĪ cədho	Do not climb on the tree.
sofa ke upər god mət rəkho	Do not put your feet on the sofa.

buk tebil ke upər həi	The book is on the table.
2. Repetition	
kursī pər bəitho	Sit on the chair.
həm log jəmin pər sota həi	We sleep on the floor.
həmar̄ khana tebil pər rəkho	Keep my food on the table.
bord pər mət likho	Do not write on the board.
3. Repetition	
jor se mət bolo	Do not talk loudly.
u bəhut dhīre se bole həi	That person speaks very softly.
i kam əccha se kəro	Do this work in a nice way.
thīk se likho	Write properly.
u lərka bəhut jor se daude həi	That boy runs very fast.

LESSON 63

Goals: 1. Duplication of adjectives.

Dialogue:

u myuziyəm ke bhītar ka hei?	What is inside that museum?
bəhut purana purana cīj hei.	There are very old things in it.

Notes: Duplication of adjectives conveys intensity. Sometimes the duplication may be done by using a synonym of the adjective.

Drills:

1. Repetition

nəva nəva kəpda	Very nice clothes.
əccha əccha cīj	Very nice things.
bəda bəda bilding	Really big buildings.
mītha mītha phəl	Very sweet fruit.
khərab khərab kam	Very bad deeds.
sundər sundər phūl	Very beautiful flowers.

2. Repetition

saf suthra ghər	Very clean house.
məila kucela kəpda	Very dirty clothes.
hərа bhərа khet	Very green field.
sərа gəla phəl	Really rotten fruit.

LESSON 64

Goals: 1. Optative "nəhi to" -- or, else, otherwise, lest.

Dialogue:

jəldī jəldī cəlo nəhī to derī hoy jaī.	Walk fast otherwise we will be late.
tum jəo həm bad meN ayəga.	You go, I will come later.

Notes: Postposition "bad" is equivalent to "after". When "meN" is added to it, it is used as "later".

Drills: 1. Substitution

Instructor:	Class:
derī	jəldī kəro nəhī to derī hoy jaī
sakis shuru	
dukan bənd	
ramain bəitha	
khana khətəm	

2. Repetition

apən buk pədho nəhī to mastər jī daNtega	Read your book otherwise the teacher will scold.
stədī kəro nəhī to tum feil ho jayega	Study or you will fail.
khūb khelo nəhī to tum mota ho jayega	Play a lot or you will get fat.

bat mət kəro nəhĨ to mastər jĨ gussa hoy jaĨ	Do not talk or the teacher will get angry.

3. Repetition

əbhĨ nəhĨ bad meN ana	Not now, come later.
həm khana khay ke bad meN ayega	I will come after I have eaten.
ram bad meN ayewala həi	Ram is going to come later.
həm aj bad meN khana khayega	I will eat later today.

LESSON 65

Goals: 1. Relative "jəb" and corelative "təb"

2. Verb + pədna conjuncts.

Dialogue:

jəb master jĪ gussa bhəy təb sĪta ka kəris?	What did Sita do when the teacher got angry.
u roy pədĪ.	She burst out crying.

Notes: Verb + pədna conjuncts are not as often used as some of the other conjuncts. "pədna" gives an idea of suddenness.

Drills: 1. Repetition

jəb həm aya təb hiyaN koi nəhĪ rəha	When I came there was nobody here at that time.
jəb u əmrika gəya təb erodrom pər bəhut log ay rəha	When that person went to America, a lot of people came to the airport.
jəb həm maket jayega təb tumme sathe ləye jayega	When I go to the market, I will take you with me.
jəb badəl ghirta həi , təb panĪ ata həi	It rains when the clouds gather.

2. Repetition

məjak sunkər ram haNs pəḍa	Ram laughed when he heard the joke.
həm kəl gir pəḍa	I fell down yesterday.
bəs chuṭ pəḍa	The bus started.
phir u auræt cillay pəḍis	Then the woman burst out shouting.
həm huaN se cəl pəḍa	I walked out of that place.

LESSON 66

Goals: 1. Verb + pana conjuncts.

Dialogue:	tum kəl apən frend se milɔ?	Did you see your friend yesterday?
	həm nəhĨ mil paya kahis kĨ u bimar rəha.	I could not see him because he was sick. (I didn't get to see him.)

Notes: "pana" added to a verb conveys ability. "pana" means "to get".

Drills: 1. Repetition

həm u sakis nəhĨ dekh paya	I could not see that movie.
həm kəl rat nəhĨ soy paya	I did not get to sleep last night.
həm per pər nəhĨ cədh paya	I did not get to climb on the tree.
ram i kam nəhĨ kər payega	Ram will not be able to do this job.
həm tĨn məhĨna se fĨjĨ ke əkhbar nəhĨ pədh paya	I have not been able to read the Fiji newspaper since three months.

LESSON 67

Goals: 1. Another way of using infinitives.

Dialogue:

tum jhūṯ kaNheN bola?	Why did you tell a lie?
kəb?	When?
kəl, jhūṯ bolna kherab bat həi.	Yesterday, lying is a bad thing.

Notes: The infinitive may take a direct object as above. The infinitive is uninflected in these constructions.

Drills: 1. Repetition

corī kərna pap həi	Stealing is a sin.
bəhut sakis dekhna kherab bat həi	It is a bad thing to see a lot of movies.
apən pita jī ke meded kərna eccha bat həi	It is good to help one's father.
jhūṯ bolna pap həi	Lying is a sin.
buddha log ke ijjət kərna eccha bat həi	It is good to respect old people.

LESSON 68

Goals: 1. Still another use of infinitive.

Dialogue:

hɐm sūwa jaĪ?	Can I go to Suva?
tumme jana hɐi to jao.	Go if you want to.

Notes: Infinitive can also be used to express intention or necessity. It should be preceded by the oblique form of the pronoun, or if a noun is used as subject it should be followed by the postposition "ke".

Drills: 1. Repetition

hɐm kɐl nɐhĪ ayega	I will not come tomorrow
kɐhis ki hɐmme shɐhɐr jana hɐi	as I have to go to town.
hɐmme ɐbhĪ kɐm kɐrna hɐi tum derĪ meN ana	I have to do some work now, come later.
hɐm log ke ekjem ke liye pɐdhna hɐi	We have to study for the examination.
use khana khaye ke liye jana hɐi	That person has to go to eat.

2. Substitution

Instructor: likh	Class: tumme likhna hɐi to likho

68-2

bol

nac

kherīd

de

ruk

a

bula

so

LESSON 69

Goals: 1. Idiomatic use of "pəked lena".

Dialogue:

tum itna din kəhaN rəha?	Where were you all these days?
həmme jukam pəked lĪis.	I have caught a cold.

Notes: "pəked lena" is a transitive verb meaning "to catch". In Hindustani the person does not catch a disease, it is the disease that catches a person.

Another way of saying "I have influenza" is: "həmme influenja hoy gəy". Literally translated: "Influenza has happened to me".

Drills: 1. Substitution

Instructor:	Class:
jukam	həmme jukam pəked lĪis
bimarĪ	
tifoid	
məleriya	
influenja	

2. Substitution

Instructor:	Class:
u	us ke influenja hoy gəy

6A-2

hem

krisna

usha

asha

shenker

tum

LESSON 70

Goals: 1. Duplication of participles.

2. Verb + ləgna conjuncts.

Dialogue:

tum kam kərte kərte kaNheN ruk geya?	Why did you stop while working?
həmar pet piray ləga.	My stomach started aching.

Notes: Participles are duplicated to convey an idea of distribution over time. The participles should be in oblique.

"ləgna" is an intransitive verb meaning "to attach itself to" and "to begin". With the later there is no difficulty in construction.

e.g.

u kam kərne ləga	He started to work.

When combined with another verb it forms a conjunct that gives an idea of commencement (as above).

Drills: 1. Repetition

shənker pədhte pədhte soy gəy	Shankar fell asleep while reading.
u rote rote haNs dĩis	That person laughed out while crying.

həm kam kərte kərte thək gəya	I am tired working.
u cəlte cəlte ruk gəya	He stopped while walking.
u lərkī gate gate pəkatī həi	That girl sings while cooking.

2. Substitution

Instructor:	Class:
haNs	jitendrə haNse
	ləga
kha	
ga	
nac	
bol	
cəl	

LESSON 71

Goals: 1. Indirect speech.

2. Adverb "kəNhĪ".

Dialogue:

tum doktər ke ləge gəya ki nəhĪ?	Did you go to the doctor or not?
gəya rəha, u bolis ki kəNhĪ nəhĪ jana.	I had gone, he said not to go anywhere.

Notes: There is not too much difference in direct and indirect speech in Hindustani. When converting direct speech into the indirect form, the comma and the inverted commas are removed and article "ki" (that) inserted.

e.g.

u bola, "həm jata həi"

u bola ki həm jata həi.

Drills: 1. Substitution

Instructor: ghəre jao Class: u bolis ki ghəre jao.

nərəm khana khao

i dəvai pio

daktər sui ləgais

həi

ghəre jayke soy jao

golĪ khəo

2. Repetition

həm bəhut din se kəNhĪ nəhĪ gəya	I have not gone anywhere since a long time.
tum kəl kəNhĪ mət jana	Do not go anywhere tomorrow.
u kəNhi nəhĪ jatĪ həi	She does not go anywhere.
u admĪ apən lədkən ke kəNhĪ nəhĪ bheje həi.	That man does not send his children anywhere.

LESSON 72

Goals: 1. Interrogative pronoun "kis".

2. Postposition "bare meN".

Dialogue:

tum kis ke bare meN bat kərta həi?	Whom are you talking about?
rəjendrə. kəl mo̲tər se us ke dhəkka ləg gəy.	Rajendra. He got hit by a car yesterday.

Notes: The pronoun "kis" always has one of the following postpositions on it.

When it has "ke" following it, it either means "whose" or "whom".

e.g.

i jūta kis ke həi? Whose shoes are these?

tum kis ke bulaya? Whom have you invited?

With the postposition "se" on it, the meaning changes to "to whom" or "whom".

e.g.

tum kis se pūcha? Whom did you ask?

When it is followed by "liye" it is equivalent to "why", or "for what reason".

e.g.

tum kəl kis liye nəhĪ aya? Why did you not come yesterday?

"bare meN" is equivalent to "in connection with" or "about".

Drills: 1. Substitution

Instructor:		Class:	
	gənna		həm me gənna ke
	əmrika		bare meN kuch
	i admī		bətao.
	khetī		
	fījī		

2. Repetition

u bəre ghər kis ke həi?	Who does that big house belong to?
tum kəl kis ke sikhaya?	Whom did you teach yesterday?
i chata kis ke həi?	Whose umbrella is this?
tum kəl kis ke apən ghəre laya rəha?	Whom did you bring to your house yesterday?

3. Substitution

Instructor:		Class:	
	pūch		tum kis se pūchke
	bol		aya rəha?
	bəta		
	keh		

4. Repetition

tum əisən kam kis liye kəra?	What did you do a thing like this for?
tum jūta kis liye nəhī pehno həi?	Why do not wear shoes?
tum kis liye itna udas həi?	What are you so sad for?

LESSON 73

Goals: 1. Duplication by means of a rhyming word.

Dialogue:

rəjendrə ke cot wot to nəhĪ ləga?	Did Rajandra get hurt?
i rəmesh bole həi ki us ke god tūt gəy.	Ramesh here says that he broke a leg.

Notes: Duplication is also done by adding a rhyming jingling word without meaning. The word is formed by substituting "w" for the initial letter of the noun.

This sort of duplication is fairly common with nouns and is used in a comparatively less degree with adjectives, verbs, adverbs and conjunctive participles.

Drills: 1. Repetition

hath wath dhoy leo	Wash your hands.
i admĪ kuch kam wam nəhĪ kəre həi	This man does not do any work.
jūta wūta utarke ghər mel ao.	Take your shoes off before coming into the house.
god wod dhoy ke ender ao.	Wash your feet before coming in.

2. Repetition

kherab wərab gos mət dena	Do not give bad meat.
thənda wənda panĪ ləye ao.	Bring cold water.
kuch gərəm wərəm ca nəhĪ hei?	Don't you have any hot tea?

3. Repetition

tumar kədkən pədhe wədhe nəhĪ hei	Your children do not study.
rat meN bəhut ghumo wumo nəhĪ	Don't walk around at night.
us ke khatin rukna wukna nəhĪ	Don't wait for that person.
huəN jayke rona wona nəhĪ.	Don't cry after going there.

LESSON 74

Goals: 1. Verb + kərna conjuncts.

2. Adverb "always".

Dialogue:

i admĪ roj kəNheN dauda kəre həi?	Why does this man run every day?
us ke doktər bolis ki tum hərdəm səbere aur sənjha ke dauda kəro.	His doctor said that he should always run morning and evening.

Notes: This conjunct of verb and kərna indicates a habit or an every day happening. Here are a few rules for formation of the principal verb.

Verb roots ending in consonants should have -ə added to them; and verb roots ending in the vowel sounds of -a, -e, -i and x̄ -o should have -ya added to them.

e.g.

i lədka bəhut pədha kəre həi	This boy studies a lot.
itna imlĪ nəhĪ khaya kəro	Don't eat so much tanarind.
i admĪ həmar ghəre dudh diya kəre həi	This man gives (brings) milk to our place.
i admĪ bəhut piya kəre həi	This man drinks a lot.

din bhər mət soya kəro. Don't sleep all day.

To change the tense into past tense past habitual construction should be used.

e.g.

i admī pəhle bəhut piya kərət rəha.

Drills: 1. Substitution

Instructor:	Class:
ləd	i surət hərdəm
so	ləda kəre hei.
ro	
pəka	
həNs	

2. Repetition

roj skūl jaya kəro	Be going to school every day.
hərdəm səc bola kəro	Be telling the truth always.
socsəməjhke bola kəro	Be thinking and then speaking.
bəhut daru nəhī piya kəro.	Do not drink too much.

LESSON 75

Goals: 1. Special verb "mangna".

2. Special verb "dena".

Dialogue:

rəmeh sakis jaye mange hei.	Ramesh wants to go for a movie.
to uske jaye deo.	Then let him go.

Notes: "mangna" is a special verb like "cahna", almost identical in $\bar{x}$ meaning. The verb "mangna" takes a verb as its direct object, which may be in oblique infinitive form or in the following form. The later form is used more often.

The verb roots ending in consonants have -e added to them and the verb roots ending in vowels have -ye added to them. Except for -e, in which case -iye should be added.

e.g.

həm eccha gana sune mangit hei.	I want to hear a good song.
i apən frend ke ghəre jaye mange hei.	He wants to bring his friend home.
tum daru piye mango?	Do you want to drink?

"dena" is also a special verb $\bar{x}$ meaning "to give" or "to let". When it takes as its indirect object

the inflected infinitive of another verb, or the form described above, it signifies "to allow".

e.g.

həmme soye deo Let me sleep.

səmbhu ke aye deo Let Sambhu come.

The direct object should be in inflected form if a pronoun is used and nouns should have the post-position "ke" on them. "us ke" and "is ke" may be substituted for "ise" and "use" respectively.

Drills: 1. Substitution

Instructor: gana sune Class: həm gana sune
ghəre jaye mangit həi.
khana khaye
ca piye
nəva kəpda khərīde
soye

2. Transformation

Transform the sentences in drill 1 by substituting "tum", ✗ and "u" in place of "həm" and changing the verb form to suit.

3. Substitution

Instructor: bol Class: use bole deo.
a
mar
so
kha

bəith

kam kər

("jaye deo" is idiomatically used as "Let it be" or "Don't bother about it").

LESSON 76

Goals: 1. Verb + rehna conjuncts.

Dialogue:

tum lel reng ke moter kherida to tumar pitajĪ ka bolis?	What did your father say when you bought a red colored car?
u dui ghenta tek bigedta reha.	He kept scolding me for two hours.

Notes: The verb "rehna" means "to remain" or "to stay". A sense of continuity is expressed by the combination of perfect tense of "rehna" and the present participle of the main verb.

e.g.

hem log kam kerta reha.	We kept working.

Drills: 1. Substitution

Instructor:	Class:
so	kel hem din bher sota reha.
kha	
bat kər	
pədh	
həNs	
ro	
pəka	
kam kər	

2. Repetition

səmundər nīlə rəng ke həi	The ocean is blue colored.
kuch phul lal rəng ke həi	Some flowers are red colored.
həmar kəpda ujər həi	My clothes are white.
us ke chata kəriya həi	His umbrella is black.
həm həriyar rəng ke sadī khərida.	I bought a green sari.
həmme bəijənī rəng pəsənd nəhī	I don't like purple color.
orenj rəng ke kəpda lao	Bring orange colored cloth.

LESSON 77

Goals: 1. Reletive "jəise" and correlative "wəise".

Dialogue:

tumme skūl ke rasta pəta hei?	Do you know the way to school?
nəhī.	No.
to phir həm jəise bətata wəise jao.	Then go as I tell you to.

Notes: The pronominal adjectives "jəisa" and "wəisa" are used in their inflected forms as adverbs. They are very rarely used in their uninflected forms in Fiji.

Drills: 1. Repetition

jəise bətya wəise kəro	Do as told.
jəise sikhaya wəise bolna.	Tell as you were taught.
jəise dekha wəise bətao	Tell as you saw.
jəise aya wəise jao	Go as you came.

LESSON 78

Goals: 1. Another way of using special verb "cahna".

Dialogue:

tumme itna sakis nəhĪ dekhək cahĪ.	You should not see so many movies.
kəNheN?	Why?
tumar əNkhĪ khərab hoy jaĪ.	Your eyes will get bad.

Notes: "cahĪ", "it is necessary", "one ought to", is an impersonal form derived from "cahna". It is used with verbs more frequently than with nouns. It can be used as singular or plural and in any tense. The interpretation depends on the context.

There is a special form of verb that goes with "cahi". Verb roots ending in -ə, -e, and -o have -ewek added to them; and verb roots ending in -i have -yek added to them.

e.g.

tumme i kam kərek cahĪ	You ought to do this work.
tumme kəl awek cahĪ	You have to come tomorrow.
həmme ram ke i buk dewek cahĪ	I ought to give this book to Ram.
use əbhĪ sowek cahĪ	He ought to sleep now.

The subject, if it is a pronoun should be in inflected form and postposition "ke" should be added to the nouns.

Drills: 1. Substitution

Instructor:	Class:
bol	tumme bolek cahĩ.
kha	
ga	
so	
pedh	
pi	
de	

LESSON 79

Goals: 1. Special verb "pəd̲na".

Dialogue:

həm pədhe nəhĨ mangit həi.	I don't want to study.
u to tumar kam həi, tumme pəd̲hek pəd̲Ĩ.	That is your duty, you have to study.

Notes: "pəd̲na" is another verb like "cahna". "pəd̲Ĩ" is the impersonal form derived from it that expresses necessity or compulsion.

The verb form for the verb used as the indirect object is identical with the verb form for "cahĨ".

Drills: 1. Repetition

tumme həmar pat̲Ĩ meN awek pəd̲Ĩ.	You have to come for my party.
tumme həmar bat sunek pəd̲Ĩ	You have to listen to what I say.
həmme mot̲ər becek pəd̲Ĩ	I had to sell the car.
use kəl d̲okt̲ər ke ləge jaẏek pəd̲Ĩ	He will have to go to the doctor tomorrow.
həmme kəl dui mĨl cəlek pəd̲Ĩ	I had to walk two miles yesterday.
ushə ke bihan jəldĨ awek pəd̲Ĩ	Usha will have to come early tomorrow.

LESSON 80

Goals: 1. Relative "jis" and correlative "us".

Dialogue:

tum kəl jis ke ghəre gəya rəha us ke nam ka həi?	What is the name of the person whose house you visited yesterday?
shənkər. u nate me həmar bhai ləge həi.	Shankar. He is distantly related to me as brother.

Notes: "jis" and "us" are the inflected forms of "jo" and "u" respectively. Both of them always have a postposition on them.

In the Indian community, a boy cousin is regarded as "brother" and a girl cousin as "sister". But if the relation is distant, "nate meN" is used which signifies that the person is a distant relation.

Drills: 1. Repetition

jis ke cij həi us ke lauta deo.	Return the thing to the person it belongs to.
jis ke pichle həfta bulaya us ke phir mət bulana.	Don't invite the person(s) you invited last week.
həm jis dokter ke ləge gəya rəha us ke ləge kəbhī nəhī jana.	Never go to the doctor I went to.

i dukan jis ɔdmĪ ke hei us ke ləge bəhut pəisa hei.	The man who owns this shop has a lot of money.

2. Substitution

Instructor:	Class:
kaka	u nate meN həmar kaka ləge hei.
bəhini	
mama	
phua	
mausi	

LESSON 81

Goals: 1. Two postpositions occurring together.

Dialogue:

u əbhi per pe se gir pəda u kon həi?	Who is the person that just fell off the tree?
sambhu ke lərka.	Sambhu's son.
sambhu ke sab lərkən meN se sirf i lərka bəhut bədmas nikla.	Of all of (among all of) Sambhu's children this boy turned out to be very naughty.

Notes: The postpositions "pər se" -- "off" and "meN se" -- "among" occur very frequently. These are almost the only times when two postpositions occur together.

Drills:

1. Repetition

per pe se am gir pəda	A mango fell of the tree.
chət pe se admi gir pəda	A man fell off the roof.
məjdur sidhi pər se gir pəda	The laborer fell off the ladder.
tebil pər se botəl gir gəy.	Bottle fell off the table.

2. Repetition

i səb nəiryəl meN se ekko əccha nəhi niklə	Not one coconut is good among all of these.

i səb khet meN se sirf	Among all these fields
ek khet həra bhəra həi	only one is green.
i səb ped meN se sirf	Among all of these trees
dui per meN phəl həi.	only two trees have fruit on them.
səb hotel meN se bombe	Among all these hotels
loj əccha həi.	Bombay lodge is the best.

LESSON 82

Goals: 1. Relative "jəhaN" and correlative "huaN".

2. Another way of expressing "lots of".

Dialogue:

həwai kəisən des həi?	What kind of a place is Hawaii?
həwai meN jəhaN jao huaN phūlephūl həi.	There are lots flowers any place you go in Hawaii.

Notes: The vowel "e" is inserted between nouns to convey an idea of abundance.

e.g.

phəlephəl — lots of fruits

Relative "jəhaN" and correlative "huaN" are used to convey either "any place" or "every place".

Drills: 1. Repetition

jəhaN bəhut panī bərse həi huaN səb se əccha ka uge həi?	What grows best where there rains a lot?
jəhaN səmundər həi huaN məchlī bəhut səsta bike həi.	Wherever there is an ocean, fish is sold very cheap.
tum jəhaN se buk liya huaN rəkho	Put the book where you took it from.

jəhaN krisna rəhət rəha huaN ek nəwa ghər bənewala həi.	There is going to be a new house where Krisna used to live.
2. Repetition	
kəlwala patī meN baruedaru rəha.	There was lots of liquor in yesterday's party.
buca meN gosegos həi	There is lots of meat in the butcher shop.
maket meN apuleapul həi	There are lots apples in the market.

LESSON 83

Goals: 1. Duplication of cardinal numbers.

Dialogue:

tum lərkən ke kitna pəisa diya?	How much money did you give to the children?
səb ke ek ek siling diya.	I gave a shilling each.

Notes: The cardinal is repeated to express either the distributives:

e.g.

u log ke pas tin tin siling həi

or to express "at a time".

e.g.

ek ek admī ke əndar bhejo

Drills: 1. Repetition

səb ke ləge tīn tīn buk həi	Everybody has three books each.
həm log ke pas ek ek chata həi	We have got one umbrella each.
səb ke car car ana deo	Give everybody four annas each.

2. Substitution

Instructor:	Class:
bhejo	ek ek admi ke bhejo
bulao	
lao	
bətao	

LESSON 84

Goals: 1. Causal verbs.

Dialogue:

tum itna kaNheN həNso hei?	Why are you laughing so much?
krisna hamme bəhut həNsaye həi.	Krisna is making me laugh a lot.

Notes: Many verbs besides having an intransitive form and a transitive form, also have a "causal" form which is indicated by the medial "wa".

e.g.

Transitive	Intransitive	Causal
bənna	bənana	bənwana
pi<u>t</u>na	pĪ<u>t</u>na	pi<u>t</u>wana
khulna	kholna	khulwana

Drills: 1. Repetition

lə<u>r</u>kən ke soway deo	Put the children to bed.
bhəiyya ke khatin ca məngwao	Send for tea for brother.
apən bəhinĪ ke nəhĪ rowao	Don't make your sister cry.
us ke kəhanĪ kəhwao	Make him tell a story.
həm nəwa kə<u>p</u>da bənwayega	I will get new clothes made.

LESSON 85

Goals: 1. Necessity.

Dialogue:

hɘmme sait pɘisa udhar lena pɘd̲ī.	I might have to borrow some money.
kaNheN?	Why?
hɘmme pɘisa ke jɘrurɘt hɘi.	I need the money very much.

Notes: "To need something" is expressed as "I have the need of---".

Drills: 1. Repetition

hɘmme kɘpd̲a ke jɘrurɘt hɘi	I need clothes.
ca meN cīnī ke jɘrurɘt hɘi	The tea needs sugar.
asha ke pɘisa ke jɘrurɘt hɘı	Asha needs money.
tum log ke jūta ke jɘrurɘt hɘi.	You (plural) need shoes.

LESSON 87

Goals: 1. Prepositional "without".

2. Special verb "milna".

Dialogue: həmme aj bəhut am mila. I found (got) a lot of mangoes today.

dhoye bina nəbĪ khana. Do not eat without washing them.

Notes: Used with an indirect object, verb "milna" means "to get".

e.g.

aj həm log ke bəhut məchlĪ mila.

With "se" it means "to meet".

e.g.

kəl həm ek bəhut əccha lərkĪ se mile gəy rəha.

The prepositional "without" -- "bina" follows the verb. -ye should be added to the verbal roots ending in -a, -i and -o. -e should be added to the verbal roots ending in consonants and -iye to the roots ending in -e.

Drills: 1. Substitution

Instructor	Class
buk	həmme buk mila.

poc

ghər

əccha mark

jhinga

taja tərkarī

2. Repetition

həm se bətaye bina nəhī jana.	Don't go without letting me know.
tum ghəre pūche bina aya?	Did you come without asking at home?
kəl itna homwok kəre bina nəhī ana.	Don't come tomorrow without doing this much home-work.
fīs liye bina nəhī ana.	Don't come without bringing the fee.
aj khana khaye bina mət jana.	Don't go today without eating.
soce bina mət bolna.	Don't speak without thinking.

LESSON 88

Goals: 1. Inflection of cardinal numbers.

2. Prepositional "in stead of" and "together".

Dialogue:

tum dūno milke dui din se kam kəro həi, phir be kam khətəm nəhĨ bhəy?	You two have been working together since two days; haven't you still finished it?
raja kam kəre ke jegha ghūme həi.	Raja wanders around in stead of working.

Notes: -o should be added for the inflection of cardinal numbers. When inflected, cardinal numbers indicate totality.

e.g.

caroN -ləraf	all four sides

The conjunctive participle "milkər" also means together.

Drills: 1. Repetition

səb log milke bolo.	Everybody say together.
i caroN lərka milke bəhut bədmasĨ kəre həi.	These four boys together create a lot of mischief.
tĨno lərken ke bolo ke jayke pədho.	Tell all three children to go and study.

us ke caroN lərkĪ log bəhut sundər həi.	All four of his daughters are very beautiful.

2. Repetition

um soye ke jegha kam kaNheN nəhĪ kərta?	Why don't you work in stead of sleeping?
murgĪ ke jegha lemb dəye deo.	Give lamb in stead of chicken.
tum jūta ke jegha flip flop pehno.	Wear sandals in stead of shoes.
həm log alū ke jegha bhat khata həi.	We eat rice in stead of potatoes.

LESSON 89

Goals: Duplication of indefinite pronouns with "na" in between.

Notes: "koi na koi" is used as "somebody or other". "kuch na kuch" means "something or other". And "kəbhi na kəbhi" means "sometime or other".

Drills: 1. Repetition

yəhĩN ruko koi na koi to ayĩ.	Wait here somebody or other will come.
koi na koi ke ai maket jayek pədī.	Somebody or other will have to go to the market today.
həm socit həi ki koi na koi ai həmar ghəre ayi.	I think that somebody or other will come to my house today.

2. Repetition

həmme uske khatin kuch na kuch to kharidek pədī.	I will have to buy something or other for that person.
tumme shehər meN kuch na kuch kam mil jayega.	You will find some job or other in town.
sənkər kuch na kuch cij jərur bhūlis həi.	Sankar is sure to forget one thing or other.

3. Repetition

səb ke kəbhĪ na kəbm̄ to mərna hei.	Everybody has to die one time or another.
kəbhĪ na kəbhĪ hemme bhĪ apən sathe le jao.	Take me along with you some time or other.
kəbhĪ na kəbhĪ to taim por aya kəro.	Come on time some time or other.